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Ph.D. Dissertation of Education

**Conceptualizing Multicultural
Counseling Competence for
International Students in Korea:
A Focus on University Counseling
Centers and Counselors**

국내 외국인 유학생을 위한
다문화 상담 역량 개념도 연구:
대학상담센터와 상담자를 중심으로

August 2019

**Graduate School of Education
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Conceptualizing Multicultural Counseling Competence for International Students in Korea: A Focus on University Counseling Centers and Counselors

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Abstract

This study used an idiographic research design using the concept mapping methodology to explore a very specific, unstudied topic. Specifically, this study helped raise the understanding of how counselors think about the construct of multicultural counseling competence required for international student counseling. Considering the importance of engaging the counseling center in vitalizing international student counseling, the study examined the institutional-level competence of university centers in addition to the individual-level competence of counselors. Ideas obtained from brainstorming interviews of 11 counselors were turned into specific behavioral indicator statements of multicultural competence for international student counseling (48 for university centers, 78 for counselors). Subsequently, 13 counselors categorized these statements on the basis of relatedness and their cluster solutions summed up to create the group similarity matrices for the center competence and counselor competence. Through multivariate concept-mapping statistical analyses, the center competence indicators were organized into five clusters along two dimensions, and the counselor competence indicators were structured into six clusters along two dimensions. Each competence indicator statement was rated for importance and degree of execution.

Specifically, the concept map for multicultural counseling competence of university counseling centers working with international students shows 48 competence indicator statements grouped into five clusters laid out on a 2-dimensional map. Dimension 1 (X-axis) describes the target of institutional support

provided by the university counselor center. Specifically, statements that involved client support were placed in the right sector of the map, and statements that involved counselor support factor were placed in the left sector of the map. Dimension 2 (Y-axis) describes the capacity of the center. Specifically, the upper half of the map is comprised of items dealing with internal capacity (utilizing in-house resources to enhance international student counseling), while the bottom half includes statements dealing with external capacity (utilizing outside resources to enhance international student counseling). The five categories of center competence for international student counseling were: (1) Engaging in active partnership/advocacy for sustainability, (2) Providing counselor support, (3) Creating International Student-Friendly Place, (4) Reaching out to international students, and (5) Diversifying counseling services.

As for the concept map for multicultural counseling competence of counselors working with international students, 78 competence indicator statements were grouped into six clusters laid out on a 2-dimensional map. The two dimensions that characterized this map were the source of counselor capacity (Dimension 1) and the direction of counselor efforts (Dimension 2). The six categories of counselor competence for international student counseling were: (1) Sustaining awareness, attitude, abilities for international student counseling, (2) Acquiring knowledge to understand international students, (3) Utilizing culturally responsive counseling strategies, (4) Employing procedural strategies to create an open and supportive environment, (5) Engaging in extended roles, and (6)

Practicing self-care and professional development.

This study represents the first formal research attempt to systematically examine the multicultural competence of university counseling centers and counselors working with international students. The number of international students on Korean university campuses will continue to increase and their need for counseling services present real challenges. Accessible and appropriate counseling services provided by competent university counseling centers and counselors will play a pivotal role in helping international students as they deal with diverse issues related to adapting to a new cultural and academic environment. To date, university counseling centers and counselors in Korea and elsewhere in the world are not equipped with practical guidelines, trainings, or resources to work with this special population. This study will serve as a foundational starting point in the efforts to increase greater proficiency and to improve counseling outcomes for international students. The scope of this study was to look at the multicultural competence of both the university counseling centers and counselors; it is hoped that the university counseling centers and counselors move forward together in advancing the much-needed international student counseling services.

Keyword : international student, counseling, university counseling center, counselor, multicultural counseling competence

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Table of Contents

Chapter 1. Introduction	1
1.1 Study Background	1
1.2 Purpose of Research	8
1.3 Research Questions	10
Chapter 2. Literature Review	11
2.1 International Students in Korean Universities	11
2.2 Counseling Needs of International Students	14
2.3 Counseling Services for International Students at University Counseling Centers in Korea	17
2.4 Multicultural Counseling and Multicultural Counseling Competence	18
2.5 Multicultural Counseling Competence for Counseling International Students	26
Chapter 3. Methods	32
3.1 Concept Mapping	32
3.2 Participants	33
3.3 Procedures	34
Chapter 4. Results	41
4.1 Multicultural counseling competence of university counseling centers working with international students	41
4.2 Multicultural counseling competence of counselors working with international students	58
Chapter 5. Discussion	80
5.1 Multicultural counseling competence of university counseling centers working with international students	81
5.2 Multicultural counseling competence of counselors working with international students	87
5.3 Significance and utilization of results	96
5.4 Limitations	98
5.5 Further discussion points and ideas for future studies	99
References	101
Appendix	113
Abstract in Korean	124

List of Tables

<Table 1> The number of international students in Korean universities by region and program	12
<Table 2> The number of international students in Korean universities by country of origin (top 6)	13
<Table 3> Participant characteristics (n=20)	33
<Table 4> Statements generated for “multicultural counseling competence of university counseling centers working with international students”	41
<Table 5> Center competence statements placed at both extremes of Dimension 1 (X-axis)	45
<Table 6> Center competence statements placed at both extremes of Dimension 2 (Y-axis)	46
<Table 7> Multicultural counseling competence of university counseling centers working with international students by cluster	50
<Table 8> Top center competence statements ranked by mean (SD) importance score (>4.5)	55
<Table 9> Least executed center competence statements ranked by mean (SD) importance score (<2.5)	55
<Table 10> Statements generated for “multicultural counseling competence of counselors working with international students”	58
<Table 11> Counselor competence statements placed at both extremes of Dimension 1 (X-axis)	63
<Table 12> Counselor competence statements placed at both extremes of Dimension 2 (Y-axis)	64
<Table 13> Multicultural counseling competence of counselors working with international students by cluster	71
<Table 14> Top counselor competence statements ranked by mean (SD) importance score (>4.5)	77
<Table 15> Least executed counselor competence statements ranked by mean (SD) importance score (<3)	78

List of Figures

<Figure 1> Research question illustrated	10
<Figure 2> The number of international students in Korean universities by year	12
<Figure 3> Stress plot for “multicultural counseling competence of university counseling centers working with international students”	44
<Figure 4> The dendrogram using the Ward’s Minimum Variance	47
<Figure 5> The concept map of multicultural counseling competence of university counseling centers working with international students	54
<Figure 6> Comparison of importance vs. degree of execution ratings for center competence by cluster	57
<Figure 7> Stress plot for “international student counseling competencies of university counseling centers”	62
<Figure 8> The dendrogram using the Ward’s Minimum Variance	66
<Figure 9> The concept map of multicultural counseling competence of counselors working with international students	76
<Figure 10> Comparison of importance vs. degree of execution ratings for counselor competence by cluster	79

Chapter 1. Introduction

1.1. Study Background

The cultural demography of South Korea has been rapidly diversifying in the recent years, and increasingly more multicultural clients are seeking counseling as they deal with various life issues. Thus, there is a growing need to understand how cultural factors influence the therapeutic environment. Along with international marriage migrant women, North Korean refugees, and foreign workers, international students have become a major addition to the multicultural clientele in Korea. According to the 2018 statistics (Ministry of Education, 2018), the number of international students enrolled in degree programs at Korean universities has reached 86,036. When 56,169 non-degree program students are added, a total of 142,205 international students are currently residing in Korea. The upward trend in the number of international students is expected to continue consistently, as the Korean government and universities are actively seeking to recruit more international students. The Korean government declared the ‘Study Korea Project’ with an official goal of recruiting 200,000 international students by the year 2023. Universities in Korea are turning to international students to fill their enrollment quota in the face of decreasing domestic school-age population. Universities are also looking to receive better evaluation ratings by increasing the proportion of international students.

Every international student initially come to Korea with high expectations

and hopes. Excitement about gaining new experiences in a different culture and eagerness to achieve their academic goals usually outweigh feelings of anxiety and apprehension. However, a significant number of international students come to experience problems such as language and cultural barrier, homesickness, and loneliness. Despite the success in meeting the numbers, the Korean Ministry of Education (2015) has pointed to the issue of quality management of international students, acknowledging that many international students experiencing various difficulties are not appropriately supported. Low satisfaction, increasing dropout rates, and incidences of suicide among international students in Korea are evidences that shed some light to diverse problems that are often ignored. International students on Korean university campuses may have similar developmental issues to those of their Korean counterparts. However, there are also problems that are unique to international students, such as language barriers, adjustment to different academic systems, discrimination, and social difficulties due to cultural differences (Yoon & Portman, 2004). Despite having problems, international students tend to refrain from seeking support from friends and family back home in order to avoid worrying them (Yakunina, Weigold, & MacCarthy, 2011b). Thus, counseling can be a much needed support for international students who often struggle on their own in a foreign country without familiar social support system. Unfortunately, international students in Korea feel that there is a lack of social support system or psychological support system that can help them resolve their difficulties (Kang & Lee, 2016). Without adequate support and care

for these students, their number is unlikely to continue to grow. Disillusioned, unsatisfied, and hurt, international students will leave Korea with a negative image of the Korea.

In this context, university counseling centers are now facing the pressure to provide services to international students. Starting in 2011, the Korean government has implemented ‘International Student Recruitment and Management Competence Certification System’, in which universities gain positive points for having counseling services for international students in annual institutional evaluation. However, it is not easy to provide adequate services for international students, particularly due to lack of practitioners who can work effectively with this population. Currently, only Hanyang University, Joongang University, KAIST, and Seoul National University are the only universities in Korea that have full-time counselors devoted to international students at their counseling centers. Due to limited budget and institutional support, other universities have hired part-time counselors to work with international students. This implies that counseling centers are already facing the reality that international students cannot always be assigned or referred to experienced multicultural counselors. In other words, due to the limited counseling professionals who have specialization or experience in multicultural counseling, “regular” counselors will need to be seeing multicultural clients more and more. For instance, a Chinese student who speaks Korean is likely to be assigned to a Korean counselor without any training or experience of counseling clients from different cultural background. Moreover, even the

counselors who are already working with international students in Korean universities are struggling on their own through trial and error to find effective ways to attain effectiveness. Without a guideline for what constitutes competence in counseling international students, counseling practitioners and centers will continue to feel lost and ineffective.

To effectively address the concerns of multicultural clients such as international students, both counselors and counseling centers need to apply and commit to multicultural counseling competence. Some say that all counseling encounters are multicultural in nature (Ridley, Mollen, & Kelly, 2011) and deny the importance of separate multicultural competence training. These people assert that “good counseling is good counseling.” In this view, any counselor with good counseling skills would work effectively with clients of different culture. However, Sue & Sue (2016) assert that mental health professionals must recognize that “good counseling” has been built upon the norms of White EuroAmerican culture and overlooks the existing variances among the rest of the world. The practice of applying identical counseling approach across all clients reinforce the convenient attitude of ignoring the impact of culture in their lives (Lum, 2011). Such insensitivity to cultural differences are potentially harmful and oppressive (APA, 2003). For instance, incidences of critical misdiagnosis have been frequently documented as clinicians impose EuroAmerican standards as the norm (Sue & Sue, 2008). Also, it is daunting that culturally incompetent counselors may unintentionally invalidate or trivialize experiences of minorities out of innocent

ignorance (Wendt, Gone, & Nagata, 2015).

According to Vasquez (2010), multicultural competence in counseling “involves being able to use counseling skills in a way that is relevant to client experiences, having basic knowledge of cultural norms, being able to empathize with a client’s cultural perspective, and being aware of oneself and one’s attitudes as culturally grounded.” Although different scholars have presented various definitions of multicultural competence, the core, common components are basically the ones stated by Sue and colleagues (1982). In their tripartite model, multicultural competence consists of three domains: awareness/attitudes, knowledge, and skills. Specifically, a cross-culturally competent counselor is aware of her “assumptions, values, and biases,” understands “the worldview of the culturally different client,” and develops “appropriate intervention strategies and techniques” accordingly (Sue, Arredondo, & McDavis, 1992).

However, the existing definitions and models of multicultural counseling competence are limited in terms of its application to international student counseling in Korea in several ways. First, multicultural counseling competence has been conceptualized from the U.S. and its value in a country with different cultural composition such as Korea has not been tested. In advancing globalization of the counseling profession, the generalizability of national models must be examined and the discussion must include global perspectives that extend beyond national borders (Leung, 2003). Leong & Ponterotto (2003) pointed out that multicultural training and the development of multicultural competencies typically

have been conceptualized from U.S. national perspectives. In fact, Rubin and colleagues (2007) asserted that “competence is developmental, incremental, and context dependent” (p. 453). The meaning of multicultural counseling competence in Korea, which has a long history of monocultural society, might be qualitatively different from that in the United States, with a relatively long history of multicultural society.

Second, multicultural counseling competence has not been studied in the context of international student counseling. Sue (1998) recognized that although some counseling skills are useful across different cultural groups, some skills may effectively target particular subgroups. In this light, Sue & Sue (2016) later outlined specific approaches for working with each subgroup of multicultural population (e.g., African Americans, immigrants and refugees, LGBT individuals, older adult clients, etc.). However, it must be noted that international student group is not included as a subgroup yet. To date, many foreign scholars (e.g., Fraga, Atkinson, & Wampold, 2004; Hook, Davis, Owen, Worthington, & Utsey, 2013) and several researchers in Korea (e.g., Kim, 2013; Kim & Shim, 2014; Koo, 2012; Lee, 2014; Lee & Choi, 2011; Lee, Gao, Yang, & Shin, 2014; Wee & Choi, 2015) took interest in investigating multicultural competence in multicultural counseling settings, but none of them involved counseling international students specifically.

Third, the existing conceptualizations of multicultural counseling competence has been proposed through the list technique (Spitzberg, 1989), which essentially uses literature reviews to delve out components of multicultural

counseling competence. In other words, the definitions of multicultural counseling competence have been theoretically formulated by researchers and have not been empirically validated by the direct participants of counseling service. Sue (1999) called attention to the tendency in the mental health field to stress internal validity more than external validity, and suggested future studies to include qualitative and ethnographic methods.

Fourth, the question of how to achieve this multicultural counseling competence model in everyday professional life remains unresolved (Garrañ & Rozas, 2013; Ridely, Baker, & Hill, 2001), indicating the urgent need for practical guidelines. In order to make multicultural counseling competence actually applicable in concrete and pragmatic ways, the descriptions of multicultural counseling competence must include components of the competence as well as behavioral indicators. Behavioral indicators give grounding to the various competencies, by going beyond simply describing what counselors and centers should do, and providing guidance on how to perform the competencies. It is also important that these behavioral indicators are framed prescriptively rather than descriptively (Ridley, Baker, & Hill, 2001), so that counselors and centers are guided by specific behavior recommendations.

Fifth, multicultural counseling competence has not yet been explored at the organizational level. Successful integration of cultural perspectives into practice depends on numerous personal and organizational factors (Davis, 2003). In addition to attaining multicultural counseling competence at the individual

(counselor) level, it is also imperative that institutions within which counseling services are run appreciate and possess multicultural counseling competence. Lum (2011) classified cultural competence into three levels: personal, organizational, and societal. Sue & Sue (2016) also claimed that there are two levels of multicultural competence: the personal/individual and the organizational/system levels. They suggest that it does little good to train culturally competent helping professionals when the very organizations that employ them are monocultural and discourage or even punish practitioners for using their culturally competent knowledge and skills. Counseling service in large includes not just 50-minute counseling session between counselor and client. It begins with a call or e-mail with the administrative worker, a visit to the counseling center, intake interview, etc. Thus, university counseling centers must establish institutional multicultural counseling competence in order to create an environment where their counselors can better exert their personal multicultural counseling competence and where their multicultural clients are ultimately provided with effective services.

1.2. Purpose of Research

With these limitations in mind, this study seeks to examine multicultural counseling competence of counselors and centers working with international students from the perspectives of counselors using a qualitative research method called concept mapping. Specifically, this study seeks to draw out helpful individual (counselor) and organizational (counseling center) behaviors in

providing counseling services to international students. After that, the specific behaviors will be meaningfully organized into core areas of competence, which will add up to form “multicultural counseling competence” in counseling international students. Lastly, to make the information more useful, each behavioral indicators will be rated in terms of importance and degree of execution.

In brief, this study seeks to operationalize what constitutes multicultural competence in working with international students in Korea out of two urgent related observations: 1) the urgent need to deliver effective counseling services to growing international student population in Korea, 2) that this unique group requires counseling services provided by culturally competent professionals and organizations. Clearly defining what constitutes multicultural counseling competence in working with international students will provide an important foundation for establishing professional identity for practitioners in this field. Leahy, Chan, & Saunders (2003) had summarized the importance of identifying and defining counselor’s competencies important to his or her specific expertise (in their study, rehabilitation counseling) as follows. First, the competence descriptions can assist the formation of professional identity. Second, the identified competencies can be utilized in developing effective training curricula. Third, the competencies can be applied to the program accreditation process as well as individual certification process.

1.3. Research Questions

(1) What constitutes the multicultural counseling competence (competence areas and their behavioral indicators) of counseling practitioners and centers working with international students as perceived by international student counselors?

(2) How would the counselors rate the level of importance and degree of execution for each behavioral indicator that constitute the multicultural counseling competence of counseling practitioners and centers working with international students?

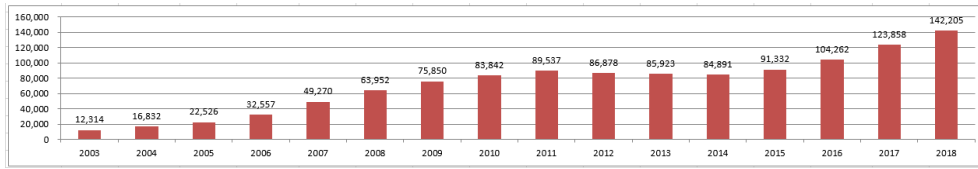


<Figure 1> Research question illustrated.

Chapter 2. Literature Review

2.1. International Students in Korean Universities

As mentioned in the Introduction, the number of international students in Korean universities is rapidly increasing. According to Gao (2017), the background for such growth in this multicultural population is threefold. First, the Korean government recognized the importance of recruiting quality human resources from overseas and established comprehensive measures to attract more international students to Korea as national agenda. Specifically, the Ministry of Education started “Study Korea 2020 Project” in 2005, which aims to attract 200,000 international students to Korea by 2020. The ultimate goal of this project is to make Korea the education hub of northeast Asia, bridging the link between developed and developing countries in the region and simultaneously strengthening the competitiveness of Korean education. Second, the Korean universities are actively recruiting international students in order to cope with declining school-age population in Korea. Moreover, one of the indices of university evaluation is the proportion of international students enrolled. To receive good evaluation, universities are striving to get more international students on their campuses. Third, there is an escalating interest in study abroad in Asian countries as their economies are improving. South Korea is frequently chosen as the study abroad destination due to proximity and relative competitive strength of its education.



<Figure 2> The number of international students by year

As a result, there is a general upward trend in the number of international students since 2003 (Figure 2), and this trend is expected to continue consistently. According to the 2018 statistics (Ministry of Education, 2018), the number of international students enrolled in degree programs at Korean universities has reached 86,036. When 56,169 non-degree program students are added, a total of 142,205 international students are currently residing in Korea. Currently, most students are from Asian countries (particularly from China, Vietnam, Mongolia, and Japan), and are enrolled in Humanities and Social Science (undergraduate, Master's) and in Engineering (doctoral) departments (Table 1 & 2). Compared to past years, students hail from more countries.

<Table 1> The number of international students in Korean universities by region and program

Region	Language Program	Undergraduate					Total
		Humanities & Social Science	Engineering	Natural Science	Art, Music and Physical Education	Medicine	
South America	213	170	64	33	36	-	303
North America	414	753	88	105	80	61	1,087
Asia	39,507	37,360	6,967	3,005	6,022	46	53,400
Africa	441	265	167	31	15	1	479
Oceania	41	94	9	12	13	4	132
Europe	1,045	519	83	34	59	1	696
Total	41,661	39,161	7,378	3,220	6,225	113	56,097

Region	Graduate Master's					
	Humanities & Social Science	Engineering	Natural Science	Art, Music and Physical Education	Medicine	Total
South American	178	60	25	12	4	279
North America	523	62	47	39	47	718
Asia	13,000	2,350	1,074	1,859	205	18,488
Africa	891	249	158	20	12	1,330
Oceania	50	6	10	4	4	74
Europe	448	51	11	26	4	540
Total	15,090	2,778	1,325	1,960	276	21,429

Region	Graduate Doctoral						Other Pro-grams	Total
	Humanities & Social Science	Engineering	Natural Science	Art, Music Physical Education	Medicine	Total		
South American	11	34	11	-	2	58	105	958
North America	143	54	47	22	29	295	1,350	3,864
Asia	2,518	2,482	1,288	934	310	7,532	9,579	128,506
Africa	156	202	95	2	10	465	103	2,818
Oceania	10	-	4	1	1	16	114	377
Europe	69	46	20	7	2	144	3,257	5,682
Total	2,907	2,818	1,465	966	354	8,510	14,508	142,205

<Table 2> The number of international students in Korean universities by country of origin (top 6)

Country	China	Viet-nam	Mongolia	Uzbekistan	Japan	USA	Others	Total
# of students	68,537	27,061	6,768	5,496	3,977	2,746	27,620	142,205
Proportion (%)	48.2%	19.0%	4.8%	3.9%	2.8%	1.9%	19.4%	100.0%

Despite such efforts and subsequent successes in quantitative growth of international students in Korea, concerns about the qualitative management of the students have been raised. These concerns include poor university conditions to house foreign students due to a lack of basic infrastructure, insufficient scholarship programs, inadequate immigration controls and support systems, and poor post management such as employment opportunities. Generally, international students find it hard to adjust to Korea and its educational system. International students can

be differentiated from other major multicultural groups, such as international marriage migrant women, North Korean refugees, and foreign workers, in their purpose and duration of residing in Korea. International students generally come for self-development purposes for a limited amount of time. Their cross-cultural move to Korea puts them in unfamiliar and often uncomfortable environment, to which they must adapt in order to attain their academic goals as students. However, they are usually alone in their struggles without the established support system back in their home countries. Many international students come to Korean universities without any or much training in the Korean language and expect the schools to be equipped with sufficient courses offered in English. Unfortunately, most Korean universities offer only a limited number of English courses, and international students are forced to take courses in Korean in order to meet their credit requirements. Academic aspirations are frustrated as they are unexpectedly faced with language barriers even in class. In and outside of class, international students must adjust to the new (Korean) culture and must get used to the new ways (Korean) people perceive and relate to them.

2.2. Counseling Needs of International Students

International students on Korean university campuses may have similar problems to those of their Korean counterparts because they share the common experience of being university students. Such problems include academic, career, relationship, identity issues that commonly arise during young adulthood. Pederson

(1991) stressed that such important developmental issues of international students should not be neglected in recognition that their foreigner status tend to loom large and veil the commonalities. However, even these common developmental issues take on different shades for international students when they are investigated in depth. Moreover, there are also problems that are unique to international students, such as language barriers, different academic systems, cultural differences, racial discrimination, social interaction, and personal adjustment (Yoon & Portman, 2004). Despite having problems, international students tend to refrain from seeking support from friends and family back home in order to avoid worrying them (Yakunina, Weigold, & MacCarthy, 2011b). Thus, counseling can be a much needed support for international students who often struggle on their own in a foreign country without familiar social support system.

The unique counseling needs of international students can be largely categorized into five areas: cultural adjustment, academic, career, and relationship. First, international students must deal with cultural differences and language barriers. For some international students, being a cultural minority may be totally a new experience and racial discrimination may be unanticipated. On the other hand, students from developing Asian countries or Middle East may perceive stronger discrimination or hatred in Korea due to pervasive racial stereotypes. Also, international students may experience difficulties adjusting to life situations in Korea in terms of food, money, and residence. Some adjustment issues are especially salient in the beginning stage of study abroad experience, and can be

alleviated with time. Second, international students must deal with academic problems. The most frequent complaint among international students is that not enough courses are offered in English. Often, international students have to take their major courses in Korean, even when their level of Korean language proficiency is low. In other words, Korean universities accept international students without adequate infrastructure to receive them. Another is differing academic system norms of Korea (Gao, 2017; Yoon & Portman, 2004), such as learning by rote instead of interaction. Third, international students have developmental task of resolving career-related concerns, which can be more complicated due to their study abroad status. Most international students find it difficult to decide whether they will stay in their study abroad country, or go back home, or go to another country (Alberts & Hazen, 2005). Despite wider range of options to contemplate, international students often struggle with limited information and guidance. In fact, Chinese students in Korea report low levels of career preparation behaviors (Jeong, 2009), and considered 'insufficient career guidance' as the biggest career barrier (Heo & Son, 2011). Fourth, many international students experience relationship difficulties, which can be especially stressful since the cross-cultural move usually means deprivation of familiar support system. They usually say that they have hard time making Korean friends or interacting with Korean professors. In particular, many are stressed about their relationship with relatively more authoritative professors, and are frustrated with receiving few, if any, concrete feedback on their assignments.

2.3. Counseling Services for International Students at University Counseling Centers in Korea

Counseling centers in Korean universities basically follow the university counseling model of the United States (Son, Gao, & Lee, 2013). University counseling centers offer individual and group counseling for students going through miscellaneous difficulties. Moreover, the centers lead education about various psychological issues, provide psychological testing and interpretation, promote preventative interventions for mental health problems, and facilitate identity and career development of students.

University counseling centers are now facing the pressure to provide services to international students as well. In annual institutional evaluation, universities gain positive points for having counseling services for international students. However, it is not easy to provide adequate services for international students, particularly due to lack of practitioners who can work effectively with this population. Currently, only Hanyang University, Joongang University, KAIST, and Seoul National University are the only universities in Korea that have full-time counselors devoted to international students at their counseling centers. Due to limited budget and institutional support, other universities have hired part-time counselors to work with international students. This implies that counseling centers are already facing the reality that international students cannot always be assigned or referred to experienced multicultural counselors. In other words, due to the

limited counseling professionals who have specialization or experience in multicultural counseling, “regular” counselors will need to be seeing multicultural clients more and more. For instance, a Chinese student who speaks Korean is likely to be assigned to a Korean counselor without any training or experience of counseling clients from different cultural background. Moreover, even the counselors who are already working with international students in Korean universities are struggling on their own through trial and error to find effective ways to attain effectiveness. Without a guideline for what constitutes competence in counseling international students, counseling practitioners and centers will continue to feel lost and ineffective.

2.4. Multicultural Counseling and Multicultural Counseling Competence

Counseling is considered to be an effective means to provide concrete support for culturally different clients with various adjustment and psychological issues. In view that long-standing approaches to counseling may not cater to the varying cultural norms and expectations of clients of different racial and ethnic background (Carter, 2001), “multicultural counseling” has emerged as a new subfield, or “the fourth force,” in counseling psychology (Essandoh, 1996). Discourse about how to effectively and ethically provide counseling to multicultural clients has led to the multicultural competence movement that began in the United States. It is now commonly thought that a counselor with

multicultural competence is aware that she is a culturally grounded being, knows about client's cultural norms, empathizes with client's cultural perspective, and uses counseling skills in consideration of client experiences (Vasquez, 2010). Recognizing the importance of cultural and contextual perspectives, this movement guards against marginalization and assimilation, and upholds principles of social justice and inclusion as well as equity, pluralism, integration, and preservation (Arredondo, Tovar-Blank, & Parham, 2008).

Although scholars have presented various definitions of multicultural competence, the core, common components are basically the ones stated by Sue and colleagues. In 1992, the Association of Multicultural Counseling and Development (AMCD) division of the American Counseling Association proposed 31 competencies in three areas: (a) counselor awareness of biases and assumptions, (b) counselor awareness of client's worldview, and (c) culturally appropriate intervention strategies (Sue, Arredondo, & McDavis, 1992). Then in 1996, another AMCD work group further operationalized these 31 competencies with 119 behavioral statements (Arredondo et al., 1996). In this context, multicultural counseling referred to "preparation and practices that integrate multicultural and culture-specific awareness, knowledge, and skills into counseling interactions" (Arredondo et al., 1996). Here, multicultural clients initially referred to five major cultural groups in the United States and its territories: African/Black, Asian, Caucasian/European, Hispanic/Latino and Native American or indigenous groups who have historically resided in the continental United States and its territories.

Since then, the discussion of multiculturalism began to include other cultural factors such as religion, socioeconomic status, sexual orientation, etc. In recognizing that the meaning of multicultural counseling competence can differ among multicultural groups, Sue & Sue (2016) devoted one chapter for current approaches for working with each specific multicultural population. However, it must be noted that international student group is yet to be included.

In addition to attaining multicultural counseling competence at the individual (counselor) level, it is also imperative that institutions within which counseling services are run appreciate and possess multicultural counseling competence. Lum (2011) classified cultural competence into three levels: personal, organizational, and societal. Sue & Sue (2016) also claimed that there are two levels of cultural competence: the personal/individual and the organizational/system levels. On the organizational level, there are five essential elements that contribute to a culturally competent system (Cross, Bazron, Dennis, & Isaacs, 1989). The system should (1) value diversity, (2) have the capacity for cultural self-assessment, (3) be conscious of the dynamics inherent when cultures interact, (4) institutionalize cultural knowledge, and (5) develop programs and services that reflect an understanding of diversity between and within cultures. According to National Association of Social Workers (2015), these five elements must be reflected in an organization's mindset, structures, policies, and services so that they can be manifested in every level of the service delivery system.

However, the meaning of multicultural counseling competence in Korea,

which has a long history of monocultural society, might be qualitatively different from that in the United States, with a relatively long history of multicultural society. For instance, additional sub-competencies may need to be included in the conceptualization of multicultural competence in the Korean context. In advancing globalization of the counseling profession, Leung (2003) has highlighted the importance of examining the generalizability of national models through the lens of global perspectives. In fact, Rubin and colleagues (2007) asserted that competence is context dependent. Because multicultural training and the development of multicultural competencies have typically been conceptualized from U.S. national perspectives (Leong & Ponterotto, 2003), the construct of multicultural counseling competence should be reevaluated in the Korean context as well as in the international student counseling context.

Despite considerable voices that emphasize the importance of cultural competence, not many studies empirically examined the efficacy of suggested multicultural competence. Critics have pointed out that existing recommendations for achieving multicultural competence recommendations are more grounded in theory than in rigorous empirical study (Andres-Hyman, Ortiz, Anez, Paris, & Davidson, 2006). As possession of knowledge about multicultural counseling competence does not ensure actual implementation of the quality, concrete guidelines about how to achieve multicultural competence in counseling practice are much needed (Ridley, Baker, & Hill, 2001). The following are studies that took on the challenge of conducting empirical research on multicultural competence.

Fraga, Atkinson, & Wampold (2004) examined the relative importance of each of Sue et al.'s multicultural counseling competencies according to client's race/ethnicity. The participant sample included Asian American, European American, and Hispanic prospective counseling clients. The study concluded that college students, regardless of their ethnicity, considered some competencies to be more important than others. However, for some multicultural competencies, students' level of preferences varied depending on their race/ethnicity.

Research on multicultural competence has been limited in Korea as interest in the topic has only recently been escalated. The studies were conducted by researchers in counseling, psychology, social welfare, nursing, education, and business fields, and terms cultural competence, intercultural competence, and cultural sensitivity have been used interchangeably. Here is a brief overview of multicultural competence studies in the field of counseling. Lee (2014a) interviewed 10 multicultural counselors working with female immigrants by marriage on their experience in multicultural competence, and analyzed the data via phenomenological analysis. Six themes around three categories (difficulties, efforts to change, and change and limitations) emerged from data analysis: facing difficulties due to linguistic and cultural differences, feeling doubts about self and one's ability, reflecting self, putting efforts to learn other cultures and groups, realizing changes, and feeling insecure still. Lee & Choi (2011) surveyed 236 immigrant women and found out that these women had high expectations for family counselors' multicultural competence. Park, Choi, Jung (2012) asserted that

‘multicultural awareness’ is conceptually ambiguous, and delved into literature to find out the root of the problem. They concluded that multicultural awareness can be interpreted very broadly and future studies need to attempt to make the concept clearer so that it can be effectively assessed. Koo (2012) developed a group program to foster multicultural competence (cultural awareness, cultural attitude, cultural knowledge and skills) of youth counselors and found that the program was effective in enhancing intercultural sensitivity. Won & Moon (2016) investigated the multicultural competence (multicultural awareness, multicultural knowledge, and multicultural skill) level of staff members at the Multicultural Family Support Center, and found that the staff members’ multicultural awareness was higher than multicultural knowledge and skill. However, counselors were not included in the participating staff member sample. Kim & Shim (2014) surveyed counseling students who are being trained to become child counselors and found that the training program lacked contents related to multicultural counseling. The participating counselors reported low levels of cultural competence overall. Those who had prior experience or training in multicultural counseling had higher levels of multicultural competence. Kim (2013) examined the structural relationships among multicultural acceptability, multicultural counseling self-efficacy, and multicultural competence among multicultural counselors to identify necessary components for enhancing counselors’ multicultural competence. This study found that counselors’ multicultural counseling self-efficacy fully mediated in the relationship between multicultural acceptability and multicultural competence,

indicating that multicultural acceptability contributes to increasing counselors' self-efficacy as multicultural counselors, which in turn helps to enhance their multicultural competence.

In 2018, several studies on multicultural counseling competence were published in Korea. Lim, Kang, Kim, and Koo (2018) developed the Multicultural Counseling Competency Scale for Korean Counselors (KMCCS) based primarily on Arredondo et al. (1996)'s multicultural counseling competency model as well as existing literature on the topic. KMCCS included 9 factors (5 items each): the Acceptance of Counselor's Culture, the Knowledge of Counselor's Culture, the Effort to Control the Influences of Counselor's Culture, the Respect of Client's Culture, the Knowledge of Client's Culture, the Utilization of Multi-cultural Knowledge, the Acceptance of Multi-cultural Skills, the Knowledge of Intervention Skills of Discriminatory Elements, the Skills of Multi-cultural Counseling Intervention. Concurrent validity and reliability of the scale were confirmed through data from 480 counselors in Korea. Three of the researchers of KMCCS – Lim, Kang, & Koo (2018) – utilized the scale to explore the structural relationship among the counselor's general counseling competency, multicultural counseling competency, and social justice advocacy counseling competency on 428 counselors. They found that the three competencies were separate constructs and that there is a higher rank construct "counseling competency" that explains the covariance among the three constructs. Moreover, the study classified the counselors into five latent groups according to the three competencies: 'general counseling vulnerable group'

(7.4%), 'low counseling competency group' (32.5%), 'general counseling competency group' (18.5%), 'multicultural social justice competency group' (24.8%), and 'high competency group' (16.8%).

Park, Im, and Lee (2018) developed the Korean Multicultural Counseling-Social Work Competencies Scale. Similar to KMCCS, this scale was developed based on literature review of existing studies on multicultural counseling in the fields of counseling and social work. This scale included four competency factors: Multicultural Competency, Personality Competency, Counseling Competency, and Social Work Competency. One of the limitations of this study seems to be that its reliability and validity were tested via a college student sample, not via counselor sample.

There was only one study that investigated multicultural competence with regards to international students. Kang & Lee (2016) conducted a phenomenological study on the differences of the perceived personal and institutional multicultural competence between professors and international students in Korea. According to the professors, personal multicultural competence of professors includes understanding the concept of multiculturalism, equal treatment toward students, linguistic ability, special consideration for international students, personal traits and characteristics, openness and acceptance, having interest in international students' personal life, promoting interactions among students, problem solving and coping ability, and experience of living in other countries or studying abroad. The professors insisted that universities must first

establish institutional multicultural competence before they can better exert their personal multicultural competence. In their view, institutional multicultural competence includes operation of prerequisite learning program for international students' university life, providing regular multicultural education, research on the actual state and management of international students, program development for intentional interaction among students, and support for international university life. On the contrary, international students typically viewed multicultural competence as a personal competence.

2.5. Multicultural Counseling Competence for Counseling International Students

As such, in order to effectively address the unique counseling needs of international students, the counseling practitioners and centers at Korean universities must be equipped with multicultural counseling competence. In other words, there is a need for both culturally competent professionals as well as culturally sensitive services (Ang & Liamputtong, 2008).

Unfortunately, to the knowledge of the researcher, there has not been an empirical research on multicultural competence in counseling international students. In fact, there is currently no training in the graduate counseling programs to prepare counselors to work with international students. This is the case not only in Korea but also in the United States. Yoon & Portman (2004) pointed out that most textbooks that deal with multicultural issues in counseling neglect issues regarding international students. Around the world, theories and skills based on the

multicultural counseling competence delineated for counseling American minorities are applied to counseling international students. However, international students and American minorities have both commonalities (e.g., minority experience) and differences (e.g., acculturation level). Therefore, systematic investigation into multicultural competence in counseling international students is needed to provide more comprehensive guidelines for providing counseling services to this unique population.

Literature review of studies that looked into counseling issues related to international students indirectly shed light to what multicultural competence in counseling international students would involve. First, counselors and counseling center administrators need to be aware of their own values and beliefs when working with international students. In particular, these practitioners need to equip themselves with “cultural sensitivity, an awareness of assumptions or values, openness to and respect for differing value systems, tolerance for ambiguity, willingness to learn with and from clients, and a genuine concern for people with differing values” (Pederson, 1991).

Second, multicultural counselling competence would entail recognizing and responding to international students’ unique barriers to counseling. Although international students tend to face more problems than students in general, they reportedly underutilize counseling services than domestic students (Dipeolu, Kang, & Cooper, 2007), and have higher rates of “no shows” after an intake session than domestic students (Anderson & Myers, 1985). Barriers to help-seeking may stem

from international students' cultural values. For instance, visiting a counseling center might not be culturally acceptable way of coping with personal problems. On the other hand, international students' underutilization of counseling services may be due to lack of cultural sensitivity at the institutional level. For instance, many international students may not be aware of counseling services due to ineffective promotion of the services. Also, counseling centers may fail to consider cultural factors in running their services. For example, although group counseling has many benefits for international students such as decreasing loneliness and providing opportunities for interpersonal learning, group counseling may not always be attractive to international students. Lee (2014b) noticed that Asian international students showed reluctance to joining group counseling when there was another student from the same country of origin participating in the group due to their concerns about confidentiality. The findings of the study indicated that Asian international students felt the most comfortable sharing personal issues when there is another international student from a different country, but not in the presence of another student from the same country of origin. Because international students' communities are often small and receiving approval from their community is considered very important (Lee, 2014b), their fear of potential for breaches of confidentiality (Yakunina et al., 2011b) seems quite reasonable. Recognizing various barriers international students face in seeking professional help, counseling practitioners and centers can find ways to alleviate or remove barriers. For instance, counseling centers can provide psychoeducational

workshops for international students on the benefits of counseling to remove stigma toward help-seeking, and group counselors can ask a potential group member how they feel about having another person from the same country of origin in the group.

Third, culturally competent counselors will also recognize the within-group differences among international students based on individual cultural groups, and be cautious about overgeneralization. Counselors who have better knowledge and understanding about each cultural group as well as international students in general can work more effectively with each group of international students (Yoon & Portman, 2004). Further, personal factors such as gender, undergraduate versus graduate status, length of time in Korea, Korean proficiency, and financial status can significantly influence international students' well-being. For instance, counseling goals may be different, depending on the duration and purpose of students' stay in a foreign country. If a student plans to stay in Korea for one semester, his goal may be to "get by" without stressing out too much about unsatisfactory interaction with the local people, and strategically focus on achieving his academic goal for the semester.

Fourth, culturally competent counselors will take environmental factors into account when conceptualizing international students' problems, and at times seek to bring positive changes at the institutional level. For instance, when an international student client's main complaint is that she cannot get along with her lab students, it may be worth evaluating how supporting her lab environment is

before concluding that the client has personality, social skill, or relationship problems. Some students may manifest addiction problems (substance or internet/smartphone) or other externalized behavior problems (self-injury, risky dating and sex) that stem from feeling lonely or depressed in a foreign country. Exploring underlying problems and potential alternative solutions with their unique status as international students are critical steps in helping these students. Moreover, effective counselors will also know that many of adjustment problems of international students are temporary, usually more intense during the early stage of studying abroad. Having this contextual knowledge will help counselors give assurance to their clients that they are likely to feel better with time while providing adequate, stable support during their turbulent period.

In addition to these, simple yet very important actions must be taken by counseling centers to provide culturally sensitive services to international students. Such actions include hiring sufficient number of counselors who can work effectively with this clientele and making psychological testing available in English. University counseling centers can also help international students by developing programs for domestic students to enhance their cultural sensitivity, thus creating a more supportive environment for international students. Also, counseling centers can work more closely with the office for international students and scholars to develop effective helping strategies for international students (Yoon & Portman, 2004). For instance, counseling centers cooperate with office for international students to develop outreach programs. When international students come across

issues that they had never experienced back home, they may be even more bewildered and might neglect or try to ‘survive’ problems without actively seeking help. Relatively adaptive international students can efficiently solve their problems at hand when given appropriate information or advice (Gao, 2017). In such cases, counseling centers can run short information sessions or workshops instead of assigning each visiting client to a counselor.

Chapter 3. Methods

3.1. Concept Mapping

The study utilized a methodology called structured conceptualization, also known as “concept mapping.” Concept mapping is a mixed methods methodology that utilizes active participation of participants. It combines qualitative analysis based on brainstorming and unstructured sorting with quantitative analysis based on the multivariate statistical methods. Existing competence research studies have often utilized the Delphi method, Consensual Qualitative Research (CQR), and concept mapping. The Delphi method, which relies on a panel of experts, did not seem fitting as it is uncertain who can be called “experts” in international student counseling. CQR and concept mapping are similar in that they both use qualitative method to extract participants’ vivid experience or perception and follow a systematic process of categorizing the raw data. However, there are several reasons for choosing concept mapping over CQR. First, CQR relies on the consensus of the research team, and can thus be biased. Concept mapping, on the other hand, actively involves participants in the analysis process and uses rigorous quantitative multivariate data analyses to construct a map of the concept at hand. Second, concept mapping is designed to integrate ideas from participants with differing content expertise (Trochim & Kane, 2005). Because this study examines the multicultural counseling competence from the perspective of counselors with different training background, concept mapping seemed more fitting.

3.2. Participants

The number of participants differed for each stage of the concept mapping process. Having different groups or subgroups participate at different points in the concept mapping process is acceptable (Trochim & McLinden, 2017) and widely practiced (Rosas, 2005) by researchers. Since the aim of the study was to develop a list of indicators of international student counseling competence of university counseling centers and counselors as perceived by counselors, counselors who have worked with international students at university counseling centers were recruited. 11 counselors participated in the first phase, the brainstorming. Subsequently, 13 counselors including 10 counselors from the first phase, took part in the sorting task. All participants from the sorting task plus 6 more counselors (a total of 19 counselors) participated in the final task, rating each of the statements for importance and degree of execution. Table 3 presents information on the participants.

<Table 3> Participant Characteristics (n=20)

Participant (Gender, Age)	Nationality	Level of counselor degree obtained	Place(s) of training	Yrs of counseling experience	Yrs of int'l student counseling experience	Counseling language	Stage of participation		
							Brain storm ing	Sorting	Rati ng
1 (F, 36)	Korea	Ph.D. candidate	USA & Korea	10	3	English, Korean	O	X	X
2 (F, 35)	China	Ph.D. candidate	Korea	7	6	Chinese, Korean	O	O	O
3 (F, 29)	China	Master's	Korea	5	4	Chinese, Korean	O	O	O
4 (F, 27)	Korea	Master's	Korea	4	3.5	English, Korean	O	O	O
5 (F, 55)	Korea	Ph.D.	USA & Korea	10	7	English, Korean	O	O	O
6 (F, 34)	Korea	Ph.D.	Korea	9	1.75	English,	O	O	O

		candidate				Korean			
7 (F, 33)	Korea	Ph.D. candidate	Korea	6	4	English, Korean	O	O	O
8 (F, 38)	Korea	Master's	Korea	5.17	3.17	English, Korean	O	O	O
9 (F, 41)	Korea	Ph.D.	USA & Korea	18	3	English, Korean	O	O	O
10 (F, 29)	Canada	Ph.D. student	Korea	3	2	English, Korean	O	O	O
11 (F, 60)	Korea	Master's	USA & Korea	9	2	English, Korean	O	O	O
12 (F, 51)	Korea	Ph.D.	USA & Korea	7		English, Korean	X	O	O
13 (F, 29)	Korea & USA	Master's	USA & Korea	2	4	English, Korean	X	O	O
14 (F, 34)	Canada	Master's	Korea	7	0.67	English, Korean	X	O	O
15 (F, 33)	China	Master's	Korea	1.5	1.5	Chinese, Korean, Mongolian	X	O	O
16 (F, 29)	Korea	Ph.D. student	USA & Korea	3	1	English, Korean	X	O	O
17 (F, 44)	Korea	Ph.D.	Korea	10	7	English, Korean	X	O	O
18 (F, 35)	China	Master's	Korea	6	4	Chinese, Korean	X	O	O
19 (F, 35)	China	Ph.D. student	Korea	10	1.67	Chinese, Korean	X	O	O
20 (F, 27)	Korea	Master's	Korea	4	1.5	English, Chinese, Korean	X	O	O

3.3. Procedures

3.3.1 Preparation

In the preparation step, multicultural counseling competence was identified as the focus for the mapping project, and a mini pilot was carried out on one counselor with prior experience of counseling international students, in order to find effective focus prompts. It appeared that the pilot participants could not easily respond to a question “what multicultural counseling competence do counselors and centers need in providing effective counseling services to international students?” To facilitate the brainstorming process, the focusing

question was rephrased as, “What counselor behaviors (thoughts, attitudes, words, and actions) were or would be helpful in counseling international students? Also, what were some things that the counseling center did or could do to provide effective counseling services to international students?” In addition to the mini pilot, a consensus process took place with two international student counselors.

Next, participants for the actual study were contacted and selected. Theoretically, concept mapping can be done by one participant (Trochim & McLinden, 2017). However, deriving multiple perspectives from diverse counselors deemed to contribute to enriching the exploration of this uncharted topic of international student counseling competencies. For this, a type of opportunistic sampling for heterogeneity (Trochim, Donnelly, & Arora, 2016) was used. First, the researcher created a contact list of twenty university center counselors actively working with international students. Since international student counseling in Korea is done mainly in English or Chinese, the list included both English and Chinese speaking counselors. Then, five counselors were contacted at a time so that the researcher could interview one counselor per day in the first week of the interview period. After conducting five interviews, one new counselor was contacted at a time; if the latest interview generated a novel idea about the topic of focus, then another interview was scheduled. After 10 interviews, no different idea seemed to emerge. Last (11th) interview was conducted to confirm the exhaustiveness of major perspectives on the topic. The rest of the counselors on the contact list were asked to participate in the sorting and the rating part of the study.

Demographic data (gender, age, nationality, level of counselor degree obtained, place(s) of training, years of counseling experience, years of international student counseling experience), and counseling language(s)) were obtained from the participants.

3.3.2 Generation

The generation of ideas was accomplished through brainstorming with 11 participants via live (on-site) interviews. Each person was interviewed at a site of their choice (usually their workplace) for about an hour. All the brainstormed contents were voice recorded and then transcribed. From the transcribed interview contents, the statements that were related to competence indicators were sorted out.

Considering the response burden for the subsequent tasks of sorting and rating, the recommended number of statements in a concept mapping study is about one hundred statements (Kane & Trochim, 2007). In a recent overview of concept mapping studies, Rosas & Kane (2012) reported that the average number of statements per study was about 96. Also, editing was necessary in order to ensure the clarity of the statements. Thus, after the initial set of competence statements was generated, the set was finalized through the process of editing and synthesis. In brief, (1) statements that contained multiple ideas were split into separate statements, (2) recurring statements that referred to the same or similar idea were removed, (3) ambiguous statements were clarified, and (4) statements that reflected overly specific “know-hows” or personal preferences were eliminated. Decisions to edit or eliminate statements were made by A team of three counseling experts (the

researcher, researcher's advisor professor and a counseling professor with international student counseling experience) made the decisions to edit or eliminate statements through a consensus process. Throughout the entire generation process, special caution was taken to edit the statements without blurring the original ideas of the participants.

3.3.3. Structuring

For the first part of the structuring phase, 13 participants were asked to sort the final statements in a way that makes sense to them. The method used for sorting was card sorting. Each statement was printed on a paper card. The researcher met with each sorting participant with two sets of statement cards – one for center competence and the other for counselor competence. Participants were asked to sort the cards so that cards with similar ideas were placed together in a pile. They were told that they could create as many piles, but each pile has to have at least two cards and one pile cannot have all cards.

For the second part of the structuring phase, 19 participants rated the statements for importance and degree of execution. Although ratings are not required in producing a concept map (Trochim & McLinden, 2017), one of important goals of this study was to provide practitioners in the field with a guide to discern which competencies are relatively more important than others. In addition, participants were asked to rate how much they (for counselor competencies) and their center (for center competencies) are actually living up to

each competence statement. For this step, two surveys were created – one for center competence and the other for counselor competence – that had the statements as survey items that could be rated on a 5-point Likert scale. The participants who engaged in the sorting task completed the surveys on paper, while the participants who only performed the rating task completed the surveys on computer and sent their responses via e-mail.

3.3.4. Representation

The representation of the ideas in maps were accomplished through a sequence of multivariate statistical analyses carried out using SPSS 22 for Windows. Using the sorted solutions from the 13 participants, a similarity matrix of each sorter was coded into Microsoft Excel. Specifically, for center competence (48 statements), a 48 x 48 binary square matrix was created for each sorter; for counselor competence (78 statements), a 78 x 78 binary square matrix was created for each sorter. For a pair of statements that were coded into the same pile, the cell value became 1; otherwise, the value was 0. Then the similarity matrices were aggregated into a group similarity matrix. This aggregated matrix was then transformed into a dissimilarity matrix that served as the input data for non-metric multidimensional scaling (MDS) analysis. MDS builds a two-dimensional (x,y) map of the statements where the location of each statement is based on the degree of similarity. In other words, statements piled together more frequently are located closer to each other on the map, while those piled together less frequently are

placed further apart (Trochim & McLinden, 2017).

Next, the x,y coordinate information of the statements is used to conduct hierarchical cluster analysis using Ward's algorithm. The purpose of this cluster analysis is to determine the optimal number of clusters. In this study, three guidelines were used to select the appropriate number of clusters to interpret. First, the number of clusters selected would be restricted to no more than the number of groups into which participants divided the items. Typically, the cluster solutions that are close to the average number of groups created by participants are given greater weight when choosing the final cluster solution. Second, the dendrograms produced by various multiple clustering methods served as the initial clustering solutions. Third, the researcher reviewed the items within and between cluster for conceptual clarity, item similarity within each cluster, and differences between clusters. Upon judging the suitability of several different cluster solutions, the final number and composition of clusters were selected by the researcher.

The final cluster solution is represented as a 'cluster map,' where the clusters are expressed in polygons. The shapes of the polygons depend on the number and location of most outer statement points of each cluster. The size of the polygon is related to the narrowness/broadness of the contents included in the cluster.

The rating results can be represented graphically in a 'point rating map' and 'cluster rating map.' Also, to compare two different ratings (importance vs. degree of execution), a 'pattern match' can be created. However, these maps can be

most easily created when using the Concept System software. Because this software was not used for this study, the rating results were represented visually in different graph forms. The alternative graph forms used in this study appear effective in that they quickly and clearly reveal the average ratings across participants, and compare the importance ratings against the degree of execution ratings.

3.3.5. Interpretation

The interpretation of concept maps was done collaboratively with participants and other experts in related fields mentioned in previous sections. In this stage, the dimensions and clusters were labeled after reviewing the contents of included statements. Then, discussions were made about the dimensions and clusters in terms of the focus issue: international student counseling competencies of university counseling centers and counselors.

3.3.6. Utilization

The discussion of how the results of this concept mapping study can be utilized is made in the Discussion section. Essentially, this discussion was made considering the initial purpose of this study as well as the feedback of the participants.

Chapter 4. Results

4.1. Multicultural counseling competence of university counseling centers working with international students

4.1.1 Statements generated

Ideas about multicultural counseling competence of university counseling centers working with international students were generated by 11 counselors who have worked with international students at university counseling centers. Initially, 77 counseling center competence statements were extracted from the interviews. The number of statements was reduced to 48 through the process of editing mentioned in the Methods section.

<Table 4> Statements generated for “multicultural counseling competence of university counseling centers working with international students”

No.	Statement
1	Identifies actual program needs of international students through needs survey during the annual planning stage
2	Utilizes non-verbal tests (e.g., HTP, KFD, etc.) in consideration of the language limitations of international students and cultural influences.
3	Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).
4	Uses appropriate psychological tests upon considering the issues of cultural validity and norm issues.
5	Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.
6	Plans and conducts outreach programs (e.g., arts & crafts, socializing events) to acquaint international students with the counseling center.
7	Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.
8	Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.
9	Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.
10	Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).

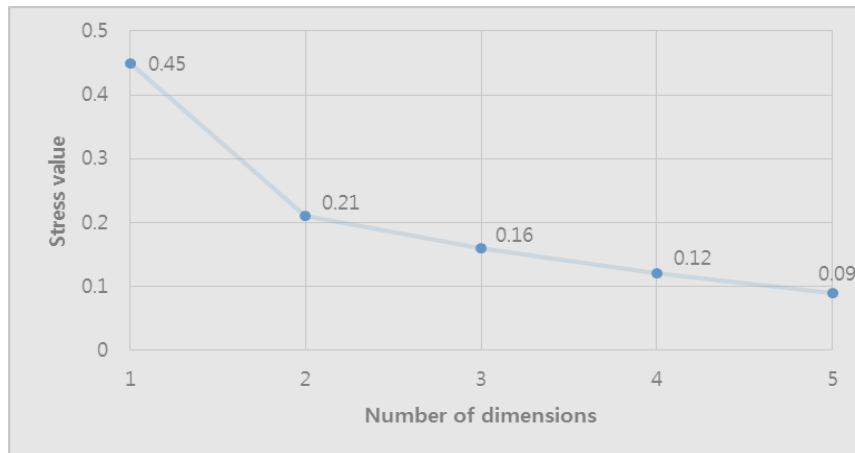
11	Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).
12	Prepares the counseling application form for international students that corresponds to the Korean version for efficient counseling case management.
13	Prepares for a long waiting list situation due to high demand for individual counseling (e.g., screening the list and referring students to appropriate alternative services, referring to other counseling centers, hiring additional counselors).
14	Informs other staff (administrative staff, reception staff, other counselors) at the center about international student counseling services and procedures.
15	Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).
16	Spreads awareness among center staff (including the director) that international students should be welcomed and provided with appropriate services just as domestic students.
17	Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).
18	Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.
19	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).
20	Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.
21	Employs a full-time counselor who can take charge of international student counseling.
22	Supports part-time counselors by confining their work to managing their counseling cases.
23	Conducts a mental health screening for new international students and actively recommends counseling to students in need.
24	Plans and conducts mental health prevention programs to help international students avert psychological crisis.
25	Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).
26	Has a separate crisis protocol for international students (including ways to deal with issues such as accompanying students to a hospital and recruiting an interpreter).
27	Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the school.
28	Secures a budget for sustainable international student counseling services.
29	Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff
30	Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).
31	Minimizes the administrative work of international student counselors.
32	Maintains a list of external counseling centers and counselors for international student case referrals.

33	Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).
34	Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.
35	Has the center website available in English or other foreign languages.
36	Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.
37	Promotes international counseling services in a friendly manner (e.g., sending a message that it is good to share their concern with someone even if it seems trivial).
38	Sends promotional materials in a foreign language (e.g., English, Chinese).
39	Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).
40	Trains the reception/information desk staff to provide appropriate guidance when international students visit the center (e.g. equipping staff with basic foreign language skills and knowledge of international student services and procedures).
41	Makes sure that the international student client has correctly provided their contact information and notes his/her preferred way of contact (e.g., e-mail or phone).
42	Establishes guidelines for judging session extension because many international students wish to go for long-term counseling due to lack of other resources.
43	Informs the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).
44	Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).
45	Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).
46	Uses various methods (e.g., bi-weekly counseling, check-ins, phone/e-mail counseling) to prevent international students from feeling neglected when there is a long waitlist.
47	Sends reminders of scheduled counseling sessions by e-mail or phone considering the intercultural differences in the concept of time and the possibility of miscommunication due to language barrier.
48	Provides a practical measure to allow international students in psychological crisis to seek help beyond counseling hours.

4.1.2 Dimensions

To determine the optimal number of dimensions, the stress values of one-dimensional to five-dimensional solutions were computed and compared using SPSS 22 for Windows. A plot of stress values versus dimensionality (Figure 3) revealed that a prominent bend or the “elbow” occurred at the two-dimensional

solution. The stress value for the two-dimensional solution was .21, which is well below the upper limit of 0.39, as identified by Rosas and Kane (2012). This stress fit value indicated that there was sufficient stability in the data to proceed with the analysis of the concept mapping. Other recommended criteria for the selection of dimensions include interpretability (conceptual fit), simplicity, and stability (Kruskal & Wish, 1978) – all supporting two-dimensional solution to be adequate. Also, scholars have pointed out that the spatial representations are not generally useful with greater than three or four dimensions (Goodyear et al., 2005).



<Figure 3> Stress plot for “multicultural counseling competence of university counseling centers working with international students”

An examination of the spatial representation of the latent organization of international student counseling competence statements for university counseling centers based on the frequency with which statements are sorted together showed that two broad dimensions characterized this map (see Figure 5). Dimension 1 (X-axis) describes the target of institutional support provided by the university counselor center. Specifically, statements that involved client support were placed

in the right sector of the map, and statements that involved counselor support factor were placed in the left sector of the map. Dimension 2 (Y-axis) describes the capacity of the center. Specifically, the upper half of the map is comprised of items dealing with internal capacity (utilizing in-house resources to enhance international student counseling), while the bottom half includes statements dealing with external capacity (utilizing outside resources to enhance international student counseling). Statements placed at both extremes of Dimension 1 and Dimension 2 are shown in Table 5 and Table 6 respectively.

<Table 5> Center competence statements placed at both extremes of Dimension 1 (X-axis)

Negative direction	Positive direction
17. Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).	1. Identifies actual program needs of international students through needs survey during the annual planning stage.
18. Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.	5. Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.
20. Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.	7. Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.
15. Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).	24. Plans and conducts mental health prevention programs to help international students avert psychological crisis.
21. Employs a full-time counselor who can take charge of international student counseling.	45. Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).

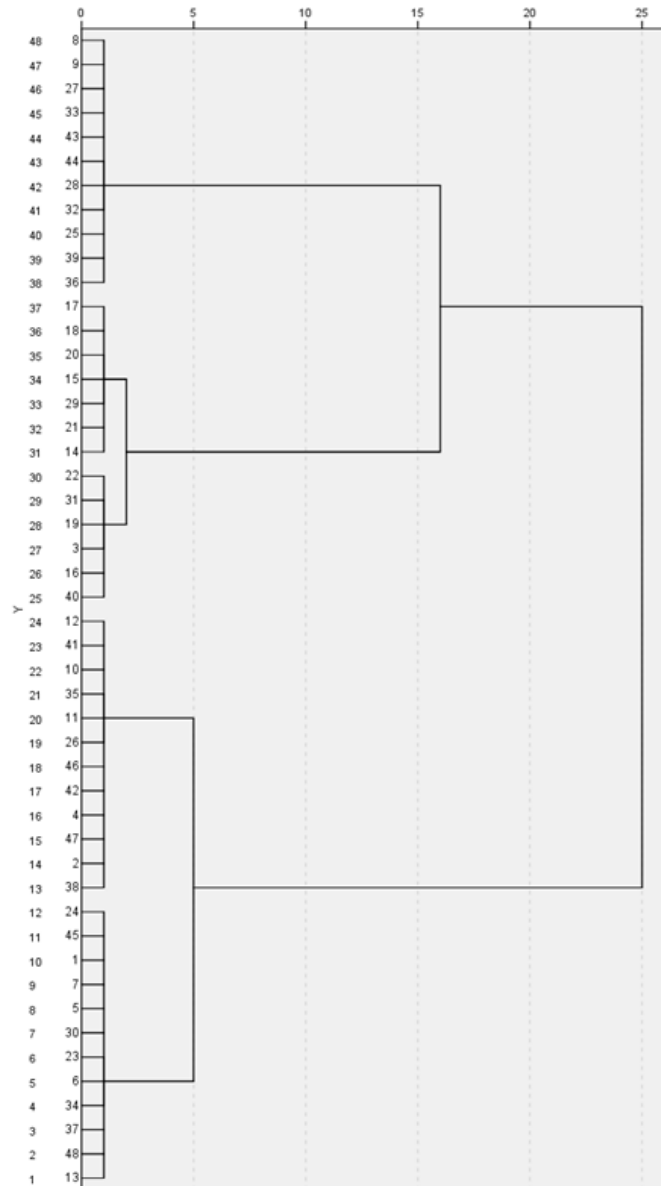
<Table 6> Center competence statements placed at both extremes of Dimension 2 (Y-axis)

Negative direction	Positive direction
39. Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).	19. Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).
44. Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).	10. Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).
8. Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.	22. Supports part-time counselors by confining their work to managing their counseling cases.
9. Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.	31. Minimizes the administrative work of international student counselors.
25. Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).	3. Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).

4.1.3 Clusters: hierarchical cluster analysis

As mentioned in the Methods section, three guidelines were used to select the appropriate number of clusters to interpret. First, the number of clusters selected would be restricted to no more than the number of groups into which participants divided the items. Participants sorted statements into a number of groups ranging from four to 11, and the average number of piles created by the 13 sorting participants was 6.77 (SD=2.68). Second, the dendrograms produced by various multiple clustering methods served as the initial clustering solutions. Figure 4 shows the dendrogram using the Ward's Minimum Variance, which suggested five to be the maximum number of clusters. Other clustering approaches offered an opportunity to consider options with more clusters (hierarchical with average linkage = max of 12 clusters; centroid linkage = max of 14 clusters). Third,

cluster solutions were examined for interpretability. In terms of interpretability, clustering solutions with more than 5 clusters were difficult to comprehend. Using these steps, a 5-cluster solution was considered most useful.



<Figure 4> The dendrogram using the Ward's Minimum Variance

Using the process of labeling outlined in the Methods section, five categories of center competence for international student counseling were identified: (1) Engaging in active partnership/advocacy for sustainability, (2) Providing counselor support, (3) Creating International Student-Friendly Place, (4) Reaching out to international students, and (5) Diversifying counseling services.

Cluster 1 “Engaging in active partnership/advocacy for sustainability” included 11 statements that were related to working with outside organizations or people in order to promote well-being of international students in practical ways. The participants realized that there are many aspects to helping international students in need that the university center cannot carry out alone. Specifically, the participants thought that training and giving advice to Korean students and faculty to raise overall cultural sensitivity on campus to be a mission that the university counseling center should undertake (statements #8, #9, #36). Further, statement #43 implies that the counseling center should also engage in advocacy endeavors to make the voices of suffering international students heard outside of the counseling room. Also, securing the necessary budget to vitalize international student counseling services was thought to be a task that requires cooperation and networking with outside sources (statement #28). Counseling supervisions, crisis management, case referrals all require outside resources that can be best acquired through institutional level efforts (statements #27, #33, #32, #25). Several statements talked specifically about developing an official connection (e.g., protocol building) with other organizations (statements #44, #39).

Cluster 2 “Providing counselor support” included 13 statements that appeared to represent the role of the center as a considerate employer that takes care of its primary employee in charge of leading the international student services. First of all, statement #21 stated that the university center must employ a full-time international student counselor. Statements then indicated that the center need to provide necessary resources and support for international student counselors so that they can most effectively run the show without being burnt out (statements #17, #18, #15, #29, #20, #14, #22, #31, #19, #3, #16, #40). Several statements revealed what the international student counselors hope to request specifically to the center in this regard – counseling supervision, sharing of tasks and mindset, and minimal administrative work.

Cluster 3 “Creating International Student-Friendly Place” included 13 specific actions that the center should carry out in order to best accommodate international student clients. Detailed procedural preparation involved equipping the center with crucial materials such as counseling application, psychological tests, website, and announcements in foreign languages (statements #12, #10, #35, #11, #4, #2). Also, the center is asked to be more mindful of the fact that international students who may suffer from lack of friendly treatment and adequate resources. Specifically, the participants thought making sure all the international students who come to the center is properly and promptly contacted as an important aspect of making the center a welcoming place (statements #41, #46, #47, #26).

Cluster 4 “Reaching out to international students” included 5 statements

that precisely dealt with effective ways to reach out to international students. Preparing promotional materials in a language that can be easily read by international students and effectively delivering such materials would be critical (statements #38, #34). As outreach methods, a school-wide mental health screening for new international students and enjoyable promotional events, and friendly promotional messages were recommended (statements #23, #6, #37)

Cluster 5 “Diversifying counseling services” included 6 statements that provided ideas for varied programs and services for international students. In particular, mental health prevention programs, support and networking groups, topic-based educational programs, and cultural adjustment interventions were suggested (statements #24, #45, #7, #5). Participants agreed that individual counseling alone cannot satisfy the needs of international students (statement #30), and that a beneficial step in preparing adequate services would be conducting a needs survey (statement #1).

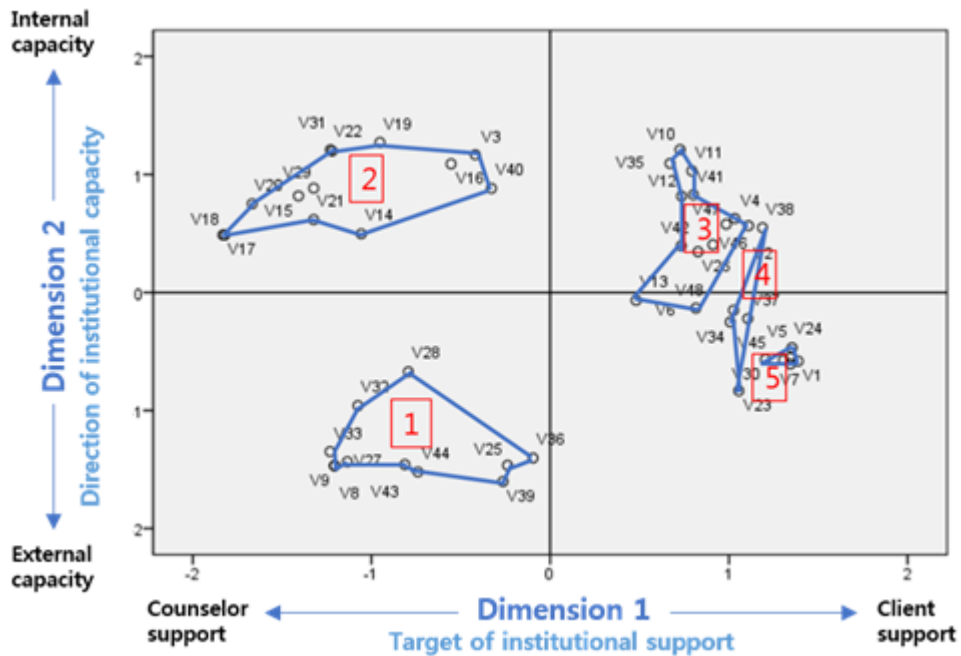
<Table 7> Multicultural counseling competence of university counseling centers working with international students by cluster

<i>Cluster Name (# of items)</i>	#	Statements by Cluster
<i>Cluster 1: Engaging in active partnership/ advocacy for sustainability (11 items)</i>	8	Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.
	9	Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.
	36	Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.
	43	Informs the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).

<i>Cluster 2: Providing counselor support (13 items)</i>	27	Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the school.
	33	Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).
	25	Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).
	32	Maintains a list of external counseling centers and counselors for international student case referrals.
	44	Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).
	39	Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).
	28	Secures a budget for sustainable international student counseling services.
	17	Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).
	18	Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.
	20	Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.
	15	Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).
	29	Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff.
	21	Employs a full-time counselor who can take charge of international student counseling.
	14	Informs other staff (administrative staff, reception staff, other counselors) at the center about international student counseling services and procedures.
	22	Supports part-time counselors by confining their work to managing their counseling cases.
	31	Minimizes the administrative work of international student counselors.
	19	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).

	3	Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).
	16	Spreads awareness among center staff (including the director) that international students should be welcomed and provided with appropriate services just as domestic students.
	40	Trains the reception/information desk staff to provide appropriate guidance when international students visit the center (e.g. equipping staff with basic foreign language skills and knowledge of international student services and procedures).
<i>Cluster 3: Creating International Student-Friendly Place (13 items)</i>	12	Prepares the counseling application form for international students that corresponds to the Korean version for efficient counseling case management.
	41	Makes sure that the international student client has correctly provided their contact information and notes his/her preferred way of contact (e.g., e-mail or phone).
	10	Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).
	35	Has the center website available in English or other foreign languages.
	11	Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).
	26	Has a separate crisis protocol for international students (including ways to deal with issues such as accompanying students to a hospital and recruiting an interpreter).
	46	Uses various methods (e.g., bi-weekly counseling, check-ins, phone/e-mail counseling) to prevent international students from feeling neglected when there is a long waitlist.
	42	Establishes guidelines for judging session extension because many international students wish to go for long-term counseling due to lack of other resources.
	4	Uses appropriate psychological tests upon considering the issues of cultural validity and norm issues.
	47	Sends reminders of scheduled counseling sessions by e-mail or phone considering the intercultural differences in the concept of time and the possibility of miscommunication due to language barrier.
	2	Utilizes non-verbal tests (e.g., HTP, KFD, etc.) in consideration of the language limitations of international students and cultural influences.
	48	Provides a practical measure to allow international students in psychological crisis to seek help beyond counseling

		hours.
	13	Prepares for a long waiting list situation due to high demand for individual counseling (e.g., screening the list and referring students to appropriate alternative services, referring to other counseling centers, hiring additional counselors).
<i>Cluster 4: Reaching out to international students (5 items)</i>	38	Sends promotional materials in a foreign language (e.g., English, Chinese).
	23	Conducts a mental health screening for new international students and actively recommends counseling to students in need.
	6	Plans and conducts outreach programs (e.g., arts & crafts, socializing events) to acquaint international students with the counseling center.
	34	Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.
	37	Promotes international counseling services in a friendly manner (e.g., sending a message that it is good to share their concern with someone even if it seems trivial).
<i>Cluster 5: Diversifying counseling services (6 items)</i>	24	Plans and conducts mental health prevention programs to help international students avert psychological crisis.
	45	Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).
	1	Identifies actual program needs of international students through needs survey during the annual planning stage.
	7	Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.
	5	Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.
	30	Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).



<Figure 5> The concept map of multicultural counseling competence of university counseling centers working with international students

4.1.4 Ratings: importance and degree of execution

The mean of the average rating of importance for each statement was 4.28, showing that, overall, the participants rated the statements as important indicators of international student counseling competencies of university counseling centers. Top center competence statements are listed in Table 8. In contrast, the mean of the average rating of degree of execution was 2.86. The participants viewed that the university centers are currently falling short of meeting up to these important indicators of center competence. The least executed center competence statements are shown in Table 9. Average ratings of importance and degree of execution for all of the center competence statements are listed in the Appendix.

<Table 8> Top center competence statements ranked by mean (SD) importance score (>4.5)

No.	Cluster	Statement	Mean(SD)
11	3	Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).	4.89(0.32)
10	3	Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).	4.74(0.45)
19	2	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).	4.74(0.45)
28	1	Secures a budget for sustainable international student counseling services.	4.74(0.45)
7	5	Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.	4.58(0.51)
21	2	Employs a full-time counselor who can take charge of international student counseling.	4.58(0.61)
3	2	Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).	4.53(0.70)
30	5	Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).	4.53(0.51)
35	3	Has the center website available in English or other foreign languages.	4.53(0.70)

<Table 9> Least executed center competence statements ranked by mean (SD) importance score (<2.5)

No.	Cluster	Statement	Mean(SD)
20	2	Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.	1.79(0.79)
23	4	Conducts a mental health screening for new international students and actively recommends counseling to students in need.	2.00(1.00)
9	1	Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.	2.05(0.85)
8	1	Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.	2.11(0.94)
36	1	Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.	2.16(1.01)

43	1	Informs the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).	2.16(1.12)
33	1	Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).	2.21(0.92)
24	5	Plans and conducts mental health prevention programs to help international students avert psychological crisis.	2.21(0.98)
27	1	Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the school.	2.26(0.73)
19	2	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).	2.32(1.29)
29	2	Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff	2.37(1.01)
39	1	Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).	2.42(1.17)
34	4	Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.	2.42(0.96)
32	1	Maintains a list of external counseling centers and counselors for international student case referrals.	2.47(1.26)

To compare the importance/degree of execution of each cluster as understood by participants, the average ratings of importance and degree of execution was calculated for each cluster (Figure 6). Cluster 2 “Providing counselor support” was rated as the most important ($M = 4.35$), followed by Cluster 5 “Diversifying counseling services” ($M = 4.34$), Cluster 3 “Creating International Student-Friendly Place” ($M = 4.31$), Cluster 1 “Engaging in active partnership/advocacy for sustainability” ($M = 4.18$), and Cluster 4 “Reaching out to international students” ($M = 4.15$). As for the degree of execution, Cluster 1 “Engaging in active partnership/advocacy for sustainability” was rated as the least

carried out competence area ($M = 2.40$), followed by Cluster 4 “Reaching out to international students” ($M = 2.73$), Cluster 5 “Diversifying counseling services” ($M = 2.76$), Cluster 2 “Providing counselor support” ($M = 2.81$), and Cluster 3 “Creating International Student-Friendly Place” ($M = 3.40$).



<Figure 6> Comparison of importance vs. degree of execution ratings for center competence by cluster

4.2. Multicultural counseling competence of counselors working with international students

4.2.1 Statements generated

Ideas about multicultural counseling competence of counselors working with international students were generated by 11 currently practicing counselors who have worked with international students at university counseling centers. Initially, 233 counselor competence statements were extracted from the interviews. The statements were thoroughly reviewed for eliminating redundant, unclear, or excessively personal “know-hows” or preferences. At the conclusion of the editing process, 78 statements remained and were used as input for the subsequent sorting and rating task.

<Table 10> Statements generated for “multicultural counseling competence of counselors working with international students”

#	Statement
1	Has a service spirit to take on diverse tasks related to international student counseling and the flexibility about the scope of counselor roles.
2	Seeks proactively ways to improve the international student counseling services instead of simply recognizing problems and settling for status quo.
3	Forms and maintains good relations with the center and other related organizations and staff to help vitalize international student counseling.
4	Acts as a mediator between the school and international students and demands the needs of international students when necessary.
5	Looks out for any materials that can be of benefit to international students (e.g. e-mails regarding scholarships or programs) and forwards the information to clients.
6	Forms a support network with other international student counselors and shares resources.
7	Recognizes that cultural and individual diversity exists among international students and seeks to learn about each individual client’s culture.
8	Is able to hypothesize about possible difficulties during the adaptation process of an international student based on his/her cultural and psychological characteristics.
9	Is able to understand and empathize with the common difficulties of international students.
10	Explores to identify whether the chief complaint/presenting problem of international student client is cultural, individual, or situational.
11	Conceptualizes the maladjustment issue of the international student client by considering both individual and cultural factors.

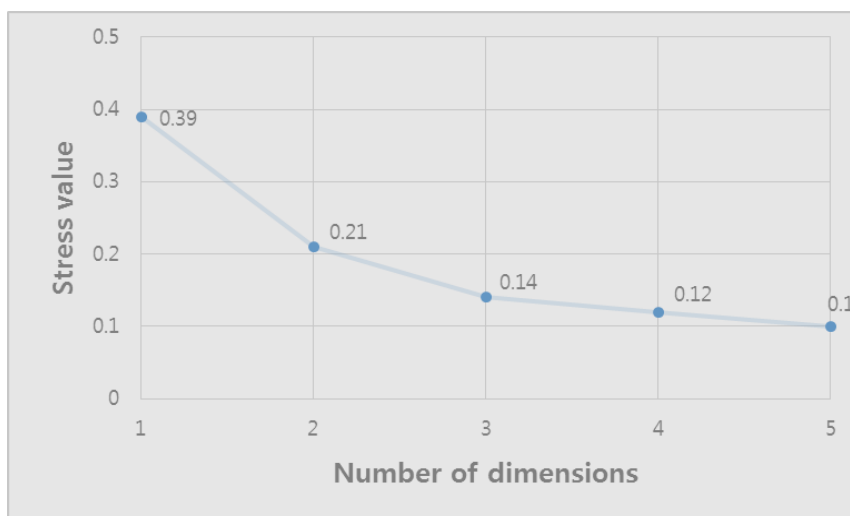
12	Recognizes the cultural differences between the counselor and the client and understands that such differences may affect the dynamic of the counseling relationship.
13	Recognizes that discriminatory behaviors may be triggered by one's bias toward the client due to one's values or prior experience and is careful to avoid any possible discriminatory behaviors.
14	Knows about the trend of racial/cultural discrimination in Korea (e.g., favorable attitudes toward white people, prejudice against black people, Southeast Asians, Korean-Chinese, etc.).
15	Makes a promise with the client to talk frankly if the counselor's cultural ignorance or prejudice surfaces during the counseling process.
16	Recognizes that discriminatory behaviors may be triggered by the appearance (skin color, odor, gestures) of the international student client and is careful to avoid any possible discriminatory behaviors.
17	Recognizes that there are areas where foreigners should be treated without discrimination as well as areas where discriminative treatment is required (e.g., administrative assistance).
18	Cultivates continually one's cultural sensitivity through counseling supervision or training analysis.
19	Recognizes that an international student client who lack relationship resources may become overly dependent on the counselor or that the counselor may be tempted to overly protect the client.
20	Recognizes that one cannot know all about a culture one does not belong to and seeks to learn about different countries/cultures.
21	Asks specifically about the client's culture and experiences instead of making assumptions.
22	Looks out carefully for any hints (e.g., low grades, untidy appearance) that signal mental health problems.
23	Expresses explicitly one's interest, openness, and willingness to listen.
24	Expresses directly one's desire to help even when one cannot in the given circumstances.
25	Uses one's experiences of living abroad or of alienation to understand and empathize with the international student client.
26	Has experiences of interacting with foreigners in and outside of the counseling scene and can comfortably communicate with foreigners.
27	Recognizes that one's level of interest in and familiarity with the international student client differ depending on the country/culture of the student.
28	Knows about the differences in the characteristics and psychological issues of international students according to their student status (exchange vs. regular, undergraduate vs. graduate).
29	Knows about the possible daily life difficulties of international students as well as viable resources and solutions.
30	Knows about the unique constraints of international students (e.g., scholarship, visa period, etc.) and knows about the specific situation of each client in this regard.
31	Accepts wholeheartedly the cultural differences between counselor and client.
32	Knows sufficiently about the Korean culture and systems to serve as a cultural interpreter for international students.
33	Provides feedback to international students who want to know whether their

	behavior is considered appropriate in the Korean culture.
34	Knows about any recent foreigner incidents that occurred in the local community and on campus.
35	Practices things one can do to prevent and manage burnout (e.g., connecting with other international student counselors for support, managing caseload, etc.).
36	Has sufficient foreign language ability to comfortably communicate with international students in the counseling context.
37	Guides and connects international students to various resources on campus and in the local community.
38	Knows about the school regulations related to international students (e.g., regulations on academic probation).
39	Knows about the statistical information (number of students by country, by degree program, etc.) and atmosphere of the international students on campus.
40	Provides guidance on how to obtain information the international students need (e.g., academic, life, employment, etc.).
41	Knows about the cultural and identity issues of international students of Korean descent (e.g., Korean-Americans, Korean-Chinese, adoptees).
42	Has counseling expertise and experience.
43	Is confident that one can communicate well even when cultural/language differences exist in the counseling relationship.
44	Acknowledges that one cannot meet all of the various needs of international students alone and maintains composure in this regard.
45	Exercises conscious humility when empathizing with a client who has gone through an experience difficult to empathize with.
46	Has the heart, ardor, and diligence to assist international students from their side.
47	Provides direct care or information (e.g., giving directions to a place, providing interpretation) related to receiving services.
48	Conducts the intake interview before having the international student take psychological tests required for counseling and communicates the rationale for the testing.
49	Asks the international student whether he/she wants to coordinate counseling sessions to avoid meeting with other clients from same country.
50	At intake, asks about the international student's counseling experiences and expectations in detail, and orients the student about counseling if he/she came from a culture where counseling is unfamiliar.
51	Interprets the information provided or omitted by the international student client in the context of his/her culture.
52	At intake, asks about how the international student decided to come to study in Korea, and notes his/her decision-making style, motivation and purpose.
53	At intake, asks and makes notes about the international student's cultural background.
54	At intake, pays special attention to the basic relationship resources and problem-solving skills of the international student client.
55	During the first session, discusses in detail about the roles/boundaries of the client-counselor relationship to reduce any inappropriate attitudes and expectations.
56	During the first session, clarifies in detail how to contact the counselor during normal and crisis situations (e.g., phone, chat app, e-mail).

57	Discusses the behavior policy for interactions outside of the counseling context considering that international student counselors tend to be involved in international student related activities outside of the counseling sessions.
58	Educates the international student client about Korean culture to help him/her to understand current difficulties in context.
59	Deals openly about any cultural misunderstandings that arise in sessions.
60	Pays special attention not to speak from the side of Koreans when talking about Korea or when trying to help solve cultural misunderstandings.
61	Explores in-depth about a phenomenon experienced by the client even when the phenomenon is universal (e.g., bullying) to understand what the experience was like for him/her in his/her culture.
62	Guards oneself against paternalism and tries to use strength-based approaches.
63	Explores to check whether the international student's speech/behavior/attitude is considered appropriate in his/her own culture.
64	Watches out for communication errors by paying special attention to the client's facial expressions, nuances of speech, and context, especially if the language used in counseling is not the mother tongue to the counselor or the client.
65	Explores the client's personal subculture (e.g., regional characteristics, religion, gender identity) in the context of his/her general culture of the country of origin.
66	When a client asks for personal help (translation/interpretation, mediation, reservation, information search, money, etc.), explores the meaning of such request in context of client's situation and see if one can connect the client to other resources first.
67	Chooses flexibly counseling approaches in consideration of the client's culture without insisting on one counseling theory/approach.
68	Pays special attention to build rapport with the international student client and provides more 'felt' support.
69	Validates and normalizes the client's experiences as an international student in Korea.
70	Provides appropriate intervention and support considering the cultural adaptation stage of the international student. (e.g., providing more direct and practical assistance in the early stage of adaptation).
71	Watches out for displaying microaggression (subtle discrimination with no malicious intent).
72	Educates about how to alleviate stress and tension the client may experience in everyday life as an international student.
73	At intake, pays special attention to the life difficulties of the international student client (e.g., sleep, eating, living conditions).
74	Devotes sufficient time and energy to the termination process (e.g., structuring, referring, etc.)
75	Receives counseling supervision from a supervisor who is well versed in multicultural counseling. (If finding such supervisor is difficult, seeks out peer supervision from other international student counselors.)
76	Allocates one's time and energy to various tasks involved in international student counseling services (e.g., counseling, program planning, outreach, networking).
77	Conducts reasonable number of counseling sessions per day considering the additional energy that is required for international student counseling.
78	Is familiar with the crisis response procedures (e.g., hospitalization) for psychological crisis of international student clients and acts accordingly.

4.2.2 Dimensions: multidimensional scaling

To determine the optimal number of dimensions, the stress values of one-dimensional to five-dimensional solutions were computed and compared using SPSS 22 for Windows. A plot of stress values versus dimensionality (Figure 7) revealed that a prominent bend or the “elbow” occurred at the two-dimensional solution. The stress value for the two-dimensional solution was .21, which is well below the upper limit of 0.39, as identified by Rosas and Kane (2012). This stress fit value indicated that there was sufficient stability in the data to proceed with the analysis of the concept mapping. Other recommended criteria for the selection of dimensions include interpretability (conceptual fit), simplicity, and stability (Kruskal & Wish, 1978) – all supporting two-dimensional solution to be adequate. Also, scholars have pointed out that the spatial representations are not generally useful with greater than three or four dimensions (Goodyear et al., 2005).



<Figure 7> Stress plot for “multicultural counseling competence of counselors working with international students”

An examination of the spatial representation of the latent organization of international student counseling competence statements for counselors based on the frequency with which statements are sorted together (Figure 9) indicated that two broad dimensions characterized this map. Dimension 1 (X-axis) describes the source of counselor capacity. Specifically, statements that involved using external resources (e.g., connecting students to outside resources) were placed in the right sector of the map, and statements that involved using internal resources (e.g., providing culturally sensitive counseling skills) were placed in the left sector of the map. Dimension 2 (Y-axis) describes the direction of counselor efforts. Specifically, the upper half of the map is comprised of items that called for proactive behaviors (e.g., discussing, asking, and receiving counseling supervision), while the bottom half includes statements talked about using personal qualities (e.g., attitude, knowledge, abilities, experiences) when working with international students.

<Table 11> Counselor competence statements placed at both extremes of Dimension 1 (X-axis)

Negative direction	Positive direction
60. Pays special attention not to speak from the side of Koreans when talking about Korea or when trying to help solve cultural misunderstandings.	5. Looks out for any materials that can be of benefit to international students (e.g. e-mails regarding scholarships or programs) and forwards the information to clients.
70. Provides appropriate intervention and support considering the cultural adaptation stage of the international student. (e.g., providing more direct and practical assistance in the early stage of adaptation).	40. Provides guidance on how to obtain information the international students need (e.g., academic, life, employment, etc.).
23. Expresses explicitly one's interest, openness, and willingness to listen.	37. Guides and connects international students to various resources on campus and in the local community.
59. Deals openly about any cultural misunderstandings that arise in sessions.	3. Forms and maintains good relations with the center and other related organizations and staff to help vitalize international student counseling.
71. Watches out for displaying microaggression (subtle discrimination with no malicious intent).	6. Forms a support network with other international student counselors and shares resources.

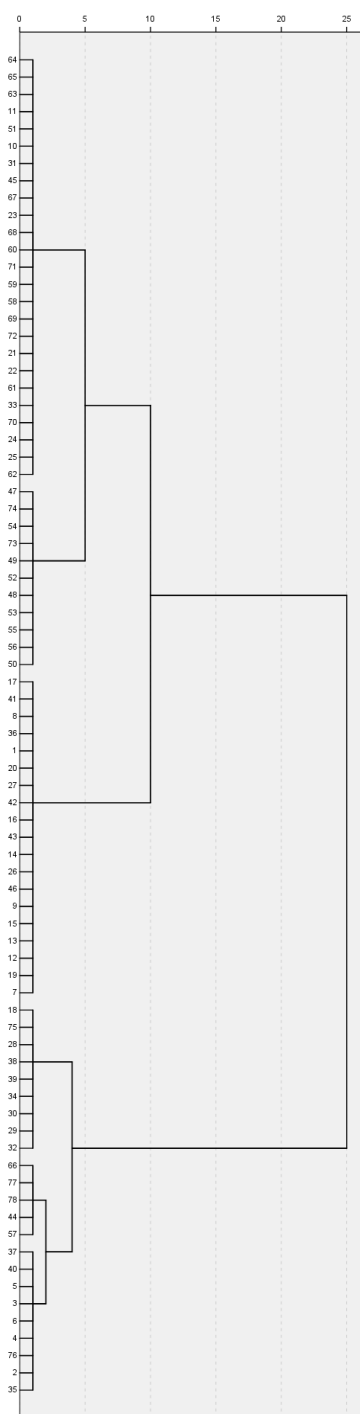
<Table 12> Counselor competence statements placed at both extremes of Dimension 2 (Y-axis)

Negative direction	Positive direction
17. Recognizes that there are areas where foreigners should be treated without discrimination as well as areas where discriminative treatment is required (e.g., administrative assistance).	57. Discusses the behavior policy for interactions outside of the counseling context considering that international student counselors tend to be involved in international student related activities outside of the counseling sessions.
16. Recognizes that discriminatory behaviors may be triggered by the appearance (skin color, odor, gestures) of the international student client and is careful to avoid any possible discriminatory behaviors.	50. At intake, asks about the international student's counseling experiences and expectations in detail, and orients the student about counseling if he/she came from a culture where counseling is unfamiliar.
14. Knows about the trend of racial/cultural discrimination in Korea (e.g., favorable attitudes toward white people, prejudice against black people, Southeast Asians, Korean-Chinese, etc.).	78. Is familiar with the crisis response procedures (e.g., hospitalization) for psychological crisis of international student clients and acts accordingly.
43. Is confident that one can communicate well even when cultural/language differences exist in the counseling relationship.	77. Conducts reasonable number of counseling sessions per day considering the additional energy that is required for international student counseling.
26. Has experiences of interacting with foreigners in and outside of the counseling scene and can comfortably communication with foreigners.	18. Cultivates continually one's cultural sensitivity through counseling supervision or training analysis.

4.2.3 Clusters: hierarchical cluster analysis

As mentioned in the Methods section, three guidelines were used to select the appropriate number of clusters to interpret. First, the number of clusters selected would be restricted to no more than the number of groups into which participants divided the items. Participants sorted statements into a number of groups ranging from two to 19, and the average number of piles created by the 13 sorting participants was 8.31 (SD=4.79). Second, the dendrograms produced by various multiple clustering methods served as the initial clustering solutions. Figure 8 shows the dendrogram using the Ward's Minimum Variance, which

suggested six to be the maximum number of clusters. Other clustering approaches offered an opportunity to consider options with more clusters (hierarchical with average linkage = max of 14 clusters; centroid linkage = max of 16 clusters). Third, cluster solutions were examined for interpretability. In terms of interpretability, clustering solutions with more than 6 clusters were not meaningful. Using these steps, a 6-cluster solution was considered most useful.



<Figure 8> The dendrogram using the Ward's Minimum Variance

Using the process of labeling outlined in the Methods section, six categories of counselor competence for international student counseling were identified: (1) Sustaining awareness, attitude, abilities for international student counseling, (2) Acquiring knowledge to understand international students, (3) Utilizing culturally responsive counseling strategies, (4) Employing procedural strategies to create an open and supportive environment, (5) Engaging in extended roles, and (6) Practicing self-care and professional development.

Cluster 1 “Sustaining awareness, attitude, abilities for international student counseling” included statements that are related to qualities that the counselors need to be equipped with in order to provide effective counseling to international students. Specifically, participants thought that being aware that international students need a “discriminative treatment” of care and assistance (statement #17), that the diversity exists within the international student group (statement #7), and that there is a risk for overly fused relationship with international students (statement #19) are all important recognitions to have. Also, participants believed that counselors should realize that their attitude toward a client may differ by the country/culture of the client (statement #27), and that their knowledge about different cultures is always going to be less than perfect (statement #20). Moreover, international student counselors need to recognize the influence of culture on the dynamic of counseling relationship (statements #12, #16, #13). Going beyond having such awareness, the counselors should hold certain attitudes – heart, ardor, and diligence for international student counseling

(statement #46), and confidence about one's communication abilities despite cultural differences (statement #43). Counselor abilities that are thought to be prerequisites are counseling expertise and experience (statement #42), foreign language fluency and communication skills (statements #26, #36), and the ability to hypothesize about clients' difficulties based on their cultural and psychological characteristics (statement #8) and to empathize with the common difficulties (statement #9).

Cluster 2 "Acquiring knowledge to understand international students" appeared to represent specific knowledges that the counselors should obtain as they engage in international student counseling. Topics of such knowledge included the Korean culture and system (statements #32, #14), issues of international students (statements #41, #29, #28, #30, #34), school-specific information pertaining to international students (statement #38, #39).

Cluster 3 "Utilizing culturally responsive counseling strategies" included statements that reveal specific strategies that can be used in counseling sessions with international students, especially for effective (1) rapport-building, (2) understanding, and (3) intervention. Statements that pertain to rapport-building specifically talk about ways to handle the cultural differences in the relationship (statements #15, #60, #59, #31, #71) or display more explicit support (statements #68, #23, #24). Statements that pertain to strategies that promote the counselor's understanding of the client call for thorough in-depth exploration of client's culture and experiences (statements #63, #65, #10, #11, #51, #21, #61), careful attention to

the cross-cultural communication (statement #64) and nonverbal signs of mental health problems (statement #22), and using humility and self-examination for empathy (statements #45, #25). Statements 31 and 45 may be seen as statements about counselor attitudes and may arguably be included in Cluster 1 instead. However, it appears that the participants viewed the two as actual strategies to be utilized during the counseling process within sessions. Cluster 1, on the other hand, included counselor qualities that should be more broadly applied in interacting with international student clients in and out of the counseling sessions. Statements that pertain to intervention suggest that counselors should work flexibly in choosing approaches that are sensitive to the client's culture, current condition, and strengths (statements #67, #70, #62). Participants also asserted that educating the international student clients about stress-relieving methods as well as the Korean culture while normalizing and validating their specific experiences are helpful interventions when counseling international students (statements #72, 58, 69, 33).

Cluster 4 "Employing procedural strategies to create an open and supportive environment" is composed of counseling procedures that can be adjusted to better meet the needs of the international student clients. Adjustments included changing the order of services (statement #48), providing extra services (statements #49, #47), acquiring additional information (statements #50, #52, #53) and emphasizing certain efforts (statements #54, #73, #55, #56, #74). Participants agreed that these statements are not "must-dos" but rather procedural strategies that proved to be helpful in their experiences.

Cluster 5 “Engaging in extended roles” included statements that highlight roles that international student counselors tend to take outside of the traditional counselor role in sessions. Such roles include improving the international student counseling services (statements #1, #2, #3, #76, #6), providing help to international students outside of the counseling room (statements #5, #40, #37), and engaging in advocacy for international students (statement #4). Statement #1 is a statement about counselor attitude and may arguably belong to Cluster 1, but it seems that more participants grouped the statement in Cluster 5 because of its content. Looking at the concept map, the statement is located in the middle of the statements that are in Cluster 1 and 5.

Cluster 6 “Practicing self-care and professional development” include actions that international student counselors can take to manage their professional work in a healthier way. Participants thought receiving culturally sensitive supervision for professional development (statements #18, #75), and engaging in burn-out-prevention actions to manage workload and level of involvement (statements #35, #44, #57, #66, #77, #78) to be important competencies of counselors working with international students.

<Table 13> Multicultural counseling competence of counselors working with international students by cluster

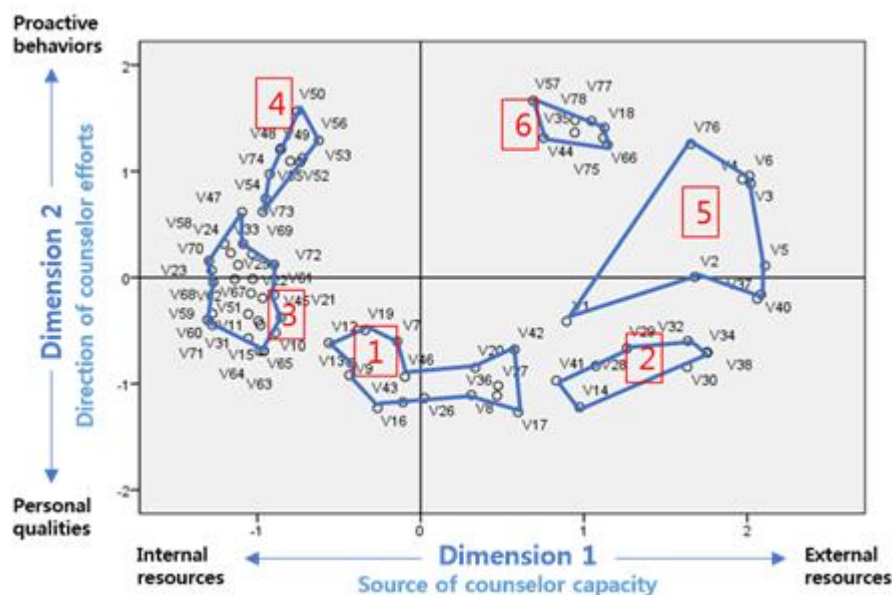
Cluster Name (# of items)	No.	Statements by Cluster
Cluster 1: <i>Sustaining awareness, attitude, abilities for international student counseling (15 items)</i>	17	Recognizes that there are areas where foreigners should be treated without discrimination as well as areas where discriminative treatment is required (e.g., administrative assistance).
	7	Recognizes that cultural and individual diversity exists among international students and seeks to learn about each individual client's culture.
	19	Recognizes that an international student client who lack relationship resources may become overly dependent on the counselor or that the counselor may be tempted to overly protect the client.
	27	Recognizes that one's level of interest in and familiarity with the international student client differ depending on the country/culture of the student.
	20	Recognizes that one cannot know all about a culture one does not belong to and seeks to learn about different countries/cultures.
	12	Recognizes the cultural differences between the counselor and the client and understands that such differences may affect the dynamic of the counseling relationship.
	16	Recognizes that discriminatory behaviors may be triggered by the appearance (skin color, odor, gestures) of the international student client and is careful to avoid any possible discriminatory behaviors.
	13	Recognizes that discriminatory behaviors may be triggered by one's bias toward the client due to one's values or prior experience and is careful to avoid any possible discriminatory behaviors.
	42	Has counseling expertise and experience.
	36	Has sufficient foreign language ability to comfortably communicate with international students in the counseling context.
	26	Has experiences of interacting with foreigners in and outside of the counseling scene and can comfortably communication with foreigners.
	8	Is able to hypothesize about possible difficulties during the adaptation process of an international student based on his/her cultural and psychological characteristics.
	9	Is able to understand and empathize with the common difficulties of international students.
	46	Has the heart, ardor, and diligence to assist international students from their side.

	43	Is confident that one can communicate well even when cultural/language differences exist in the counseling relationship.
Cluster 2: <i>Acquiring knowledge to understand international students (9 items)</i>	14	Knows about the trend of racial/cultural discrimination in Korea (e.g., favorable attitudes toward white people, prejudice against black people, Southeast Asians, Korean-Chinese, etc.).
	32	Knows sufficiently about the Korean culture and systems to serve as a cultural interpreter for international students.
	41	Knows about the cultural and identity issues of international students of Korean descent (e.g., Korean-Americans, Korean-Chinese, adoptees).
	28	Knows about the differences in the characteristics and psychological issues of international students according to their student status (exchange vs. regular, undergraduate vs. graduate).
	29	Knows about the possible daily life difficulties of international students as well as viable resources and solutions.
	30	Knows about the unique constraints of international students (e.g., scholarship, visa period, etc.) and knows about the specific situation of each client in this regard.
	34	Knows about any recent foreigner incidents that occurred in the local community and on campus.
	38	Knows about the school regulations related to international students (e.g., regulations on academic probation).
	39	Knows about the statistical information (number of students by country, by degree program, etc.) and atmosphere of the international students on campus.
Cluster 3: <i>Utilizing culturally responsive counseling strategies (26 items)</i>	15	Makes a promise with the client to talk frankly if the counselor's cultural ignorance or prejudice surfaces during the counseling process.
	60	Pays special attention not to speak from the side of Koreans when talking about Korea or when trying to help solve cultural misunderstandings.
	59	Deals openly about any cultural misunderstandings that arise in sessions.
	31	Accepts wholeheartedly the cultural differences between counselor and client.
	71	Watches out for displaying microaggression (subtle discrimination with no malicious intent).
	68	Pays special attention to build rapport with the international student client and provides more 'felt' support.
	23	Expresses explicitly one's interest, openness, and willingness to listen.
	24	Expresses directly one's desire to help even when one

	cannot in the given circumstances.
63	Explores to check whether the international student's speech/behavior/attitude is considered appropriate in his/her own culture.
65	Explores the client's personal subculture (e.g., regional characteristics, religion, gender identity) in the context of his/her general culture of the country of origin.
10	Explores to identify whether the chief complaint/presenting problem of international student client is cultural, individual, or situational.
11	Conceptualizes the maladjustment issue of the international student client by considering both individual and cultural factors.
51	Interprets the information provided or omitted by the international student client in the context of his/her culture.
21	Asks specifically about the client's culture and experiences instead of making assumptions.
61	Explores in-depth about a phenomenon experienced by the client even when the phenomenon is universal (e.g., bullying) to understand what the experience was like for him/her in his/her culture.
64	Watches out for communication errors by paying special attention to the client's facial expressions, nuances of speech, and context, especially if the language used in counseling is not the mother tongue to the counselor or the client.
22	Looks out carefully for any hints (e.g., low grades, untidy appearance) that signal mental health problems.
45	Exercises conscious humility when empathizing with a client who has gone through an experience difficult to empathize with.
25	Uses one's experiences of living abroad or of alienation to understand and empathize with the international student client.
67	Chooses flexibly counseling approaches in consideration of the client's culture without insisting on one counseling theory/approach.
70	Provides appropriate intervention and support considering the cultural adaptation stage of the international student. (e.g., providing more direct and practical assistance in the early stage of adaptation).
62	Guards oneself against paternalism and tries to use strength-based approaches.
72	Educates about how to alleviate stress and tension the client may experience in everyday life as an international student.

	58	Educates the international student client about Korean culture to help him/her to understand current difficulties in context.
	69	Validates and normalizes the client's experiences as an international student in Korea.
	33	Provides feedback to international students who wants to know whether their behavior is considered appropriate in the Korean culture.
Cluster 4: <i>Employing procedural strategies to create an open and supportive environment (11 items)</i>	49	Asks the international student whether he/she wants to coordinate counseling sessions to avoid meeting with other clients from same country.
	47	Provides direct care or information (e.g., giving directions to a place, providing interpretation) related to receiving services.
	48	Conducts the intake interview before having the international student take psychological tests required for counseling and communicates the rationale for the testing.
	50	At intake, asks about the international student's counseling experiences and expectations in detail, and orients the student about counseling if he/she came from a culture where counseling is unfamiliar.
	52	At intake, asks about how the international student decided to come to study in Korea, and notes his/her decision-making style, motivation and purpose.
	53	At intake, asks and makes notes about the international student's cultural background.
	54	At intake, pays special attention to the basic relationship resources and problem-solving skills of the international student client.
	73	At intake, pays special attention to the life difficulties of the international student client (e.g., sleep, eating, living conditions).
	55	During the first session, discusses in detail about the roles/boundaries of the client-counselor relationship to reduce any inappropriate attitudes and expectations.
	56	During the first session, clarifies in detail how to contact the counselor during normal and crisis situations (e.g., phone, chat app, e-mail).
	74	Devotes sufficient time and energy to the termination process (e.g., structuring, referring, etc.)
Cluster 5: <i>Engaging in extended roles (9 items)</i>	1	Has a service spirit to take on diverse tasks related to international student counseling and the flexibility about the scope of counselor roles.
	2	Seeks proactively ways to improve the international student counseling services instead of simply recognizing problems and settling for status quo.
	3	Forms and maintains good relations with the center and other related organizations and staff to help vitalize

Cluster 6: <i>Practicing self-care and professional development (8 items)</i>		international student counseling.
	76	Allocates one's time and energy to various tasks involved in international student counseling services (e.g., counseling, program planning, outreach, networking).
	6	Forms a support network with other international student counselors and shares resources.
	5	Looks out for any materials that can be of benefit to international students (e.g. e-mails regarding scholarships or programs) and forwards the information to clients.
	40	Provides guidance on how to obtain information the international students need (e.g., academic, life, employment, etc.).
	37	Guides and connects international students to various resources on campus and in the local community.
	4	Acts as a mediator between the school and international students and demands the needs of international students when necessary.
	18	Cultivates continually one's cultural sensitivity through counseling supervision or training analysis.
	75	Receives counseling supervision from a supervisor who is well versed in multicultural counseling. (If finding such supervisor is difficult, seeks out peer supervision from other international student counselors.)
	35	Practices things one can do to prevent and manage burnout (e.g., connecting with other international student counselors for support, managing caseload, etc.).
	44	Acknowledges that one cannot meet all of the various needs of international students alone and maintains composure in this regard.
	57	Discusses the behavior policy for interactions outside of the counseling context considering that international student counselors tend to be involved in international student related activities outside of the counseling sessions.
	66	When a client asks for personal help (translation/interpretation, mediation, reservation, information search, money, etc.), explores the meaning of such request in context of client's situation and see if one can connect the client to other resources first.
	77	Conducts reasonable number of counseling sessions per day considering the additional energy that is required for international student counseling.
	78	Is familiar with the crisis response procedures (e.g., hospitalization) for psychological crisis of international student clients and acts accordingly.



<Figure 9> The concept map of multicultural counseling competence of counselors working with international students

4.2.2 Ratings: importance and degree of execution

The mean of the average rating of importance for each statement was 4.28, showing that, overall, the participants rated the statements as important indicators of international student counseling competencies of counselors. Top counselor competence statements are listed in Table 14. In contrast, the mean of the average rating of degree of execution was 3.73. It should be noted that this part was essentially a self-rating survey. The participants viewed that they (the counselors) are currently not sufficiently meeting up to these important indicators of counselor competence. The least executed center competence statements are shown in Table 15. Average ratings of importance and degree of execution for all of the center competence statements are listed in the Appendix.

<Table 14> Top counselor competence statements ranked by mean (SD) importance score (>4.5)

No.	Cluster	Statement	Mean(SD)
42	1	Has counseling expertise and experience.	4.79(0.42)
13	1	Recognizes that discriminatory behaviors may be triggered by one's bias toward the client due to one's values or prior experience and is careful to avoid any possible discriminatory behaviors.	4.74(0.45)
12	1	Recognizes the cultural differences between the counselor and the client and understands that such differences may affect the dynamic of the counseling relationship.	4.68(0.58)
16	1	Recognizes that discriminatory behaviors may be triggered by the appearance (skin color, odor, gestures) of the international student client and is careful to avoid any possible discriminatory behaviors.	4.68(0.48)
18	6	Cultivates continually one's cultural sensitivity through counseling supervision or training analysis.	4.68(0.48)
36	1	Has sufficient foreign language ability to comfortably communicate with international students in the counseling context.	4.68(0.48)
7	1	Recognizes that cultural and individual diversity exists among international students and seeks to learn about each individual client's culture.	4.63(0.60)
11	3	Conceptualizes the maladjustment issue of the international student client by considering both individual and cultural factors.	4.63(0.50)
21	3	Asks specifically about the client's culture and experiences instead of making assumptions.	4.63(0.50)
61	3	Explores in-depth about a phenomenon experienced by the client even when the phenomenon is universal (e.g., bullying) to understand what the experience was like for him/her in his/her culture.	4.63(0.60)
20	1	Recognizes that one cannot know all about a culture one does not belong to and seeks to learn about different countries/cultures.	4.58(0.61)
43	1	Is confident that one can communicate well even when cultural/language differences exist in the counseling relationship.	4.58(0.61)
59	3	Deals openly about any cultural misunderstandings that arise in sessions.	4.58(0.51)
75	6	Receives counseling supervision from a supervisor who is well versed in multicultural counseling. (If finding such supervisor is difficult, seeks out peer supervision from other international student counselors.)	4.58(0.51)
78	6	Is familiar with the crisis response procedures (e.g., hospitalization) for psychological crisis of international student clients and acts accordingly.	4.58(0.61)

10	3	Explores to identify whether the chief complaint/presenting problem of international student client is cultural, individual, or situational.	4.53(0.51)
27	1	Recognizes that one's level of interest in and familiarity with the international student client differ depending on the country/culture of the student.	4.53(0.61)
46	1	Has the heart, ardor, and diligence to assist international students from their side.	4.53(0.70)
56	4	During the first session, clarifies in detail how to contact the counselor during normal and crisis situations (e.g., phone, chat app, e-mail).	4.53(0.51)

<Table 15> Least executed counselor competence statements ranked by mean (SD) importance score (<3)

No.	Cluster	Statement	Mean(SD)
49	4	Asks the international student whether he/she wants to coordinate counseling sessions to avoid meeting with other clients from same country.	2.58(1.07)
39	2	Knows about the statistical information (number of students by country, by degree program, etc.) and atmosphere of the international students on campus.	2.63(1.26)
35	6	Practices things one can do to prevent and manage burnout (e.g., connecting with other international student counselors for support, managing caseload, etc.).	2.74(0.81)
5	5	Looks out for any materials that can be of benefit to international students (e.g. e-mails regarding scholarships or programs) and forwards the information to clients.	2.84(1.12)
34	2	Knows about any recent foreigner incidents that occurred in the local community and on campus.	2.89(1.20)
76	5	Allocates one's time and energy to various tasks involved in international student counseling services (e.g., counseling, program planning, outreach, networking).	2.89(1.20)

To compare the importance/degree of execution of each cluster as understood by participants, the average ratings of importance and degree of execution was calculated for each cluster (Figure 10). Cluster 1 “Sustaining awareness, attitude, abilities for international student counseling” was rated as the most important ($M = 4.53$), followed by Cluster 6 “Practicing self-care and professional development” ($M = 4.36$), Cluster 4 “Employing procedural strategies

to create an open and supportive environment” ($M = 4.27$), Cluster 3 “Utilizing culturally responsive counseling strategies” ($M = 4.27$), Cluster 2 “Acquiring knowledge to understand international students” ($M = 4.11$) and Cluster 5 “Engaging in extended roles” ($M = 4.03$). As for the degree of execution, Cluster 5 “Engaging in extended roles” was rated as the least carried out competence area ($M = 3.13$), followed by Cluster 2 “Acquiring knowledge to understand international students” ($M = 3.26$), Cluster 6 “Practicing self-care and professional development” ($M = 3.45$), Cluster 4 “Employing procedural strategies to create an open and supportive environment” ($M = 3.89$), Cluster 3 “Utilizing culturally responsive counseling strategies” ($M = 3.89$), and Cluster 1 “Sustaining awareness, attitude, abilities for international student counseling” ($M = 4.13$).



<Figure 10> Comparison of importance vs. degree of execution ratings for counselor competence by cluster

Chapter 5. Discussion

This study used an idiographic research design using the concept mapping methodology to explore a very specific, unstudied topic. Specifically, this study helped raise the understanding of how counselors think about the construct of multicultural counseling competence required for international student counseling. Considering the importance of engaging the counseling center in vitalizing international student counseling, the study examined the institutional-level competence of university centers in addition to the individual-level competence of counselors. Ideas obtained from brainstorming interviews of 11 counselors were turned into specific behavioral indicator statements of multicultural competence for international student counseling (48 for university centers, 78 for counselors). Subsequently, 13 counselors categorized these statements on the basis of relatedness and their cluster solutions summed up to create the group similarity matrices for the center competence and counselor competence. Through multivariate concept-mapping statistical analyses, the center competence indicators were organized into five clusters along two dimensions, and the counselor competence indicators were structured into six clusters along two dimensions. Each competence indicator statement was rated for importance and degree of execution. A detailed examination of the study results generated the ensuing discussion.

5.1. Multicultural counseling competence of university counseling centers working with international students

The concept map for multicultural counseling competence of university counseling centers working with international students shows 48 competence indicator statements grouped into five clusters laid out on a 2-dimensional map.

As with typical concept mapping studies (Donnelly, 2017), two dimensional solution was found to be most helpful in interpreting the map. A primary dimension underlying the university counseling center's multicultural competence for international student counseling appears to be the 'target of institutional support.' Specifically, the center's main role seems to be taking care of the international student clients and their counselors. Obviously, the university counseling center services exist with the foremost mission of serving the needs of the university students (Bingham, 2015); however, supporting the counselors who are the agents of actual service delivery is also an important role of the counseling center. In doing so, the center can use either its internal capacity (utilizing in-house resources) or its external capacity (utilizing outside resources) to enhance international student counseling services, as implied by the second dimension.

The contents of the institutional support for international student counseling is further specified by the five clusters identified through cluster analyses: (1) Engaging in active partnership/advocacy for sustainability, (2) Providing counselor support, (3) Creating International Student-Friendly Place, (4) Reaching out to international students, and (5) Diversifying counseling services. Cluster 1 "Engaging in active partnership/advocacy for sustainability" and Cluster

2 “Providing counselor support” are both located on the left side of the map, indicating that these clusters were perceived as institutional support that target counselors. Although it may seem strange to have Cluster 1 located this way, examining individual statements included in Cluster 1 reveals that when the center actively engages in partnership and advocacy, the burden on the counselor is reduced. For example, if the center “establishes the scope of counseling services that the center can realistically provide according to the type of international student status and notifies the school (statement #27),” the counselors will not have to make individual decisions for new client cases. In other words, although the larger mission of its specific behaviors is to engage in partnership and advocacy for sustainability of international student counseling services, Cluster 1 can be seen as center’s competence to indirectly provide assistance to the counselors using external resources (as indicated by Cluster 1’s location in the negative direction of Dimension 2). Cluster 3 “Creating International Student-Friendly Place,” Cluster 4 “Reaching out to international students,” and Cluster 5 “Diversifying counseling services” all serve to support international student clients as they are located on the right side of the map.

Studies in the university counseling center literature have pointed to the increasing diversity in the student clientele (Mowbray et al., 2006) and some practical recommendations have been made to provide accessible counseling services in response to the special needs (e.g., Bruce-Sanford, Heskeyahu, Longo, & Rundles, 2015). A deeper examination of each university center competence

cluster from this study reveals the tasks and roles university counseling centers to fill in the gap in the current literature that lacks a structured guideline for working with international student population that is growing worldwide (Pendse & Inman, 2017). First, a competent university counseling center will work with the entire campus and local community to promote well-being of international students in practical ways (Cluster 1). Specifically, the counseling center can offer trainings on cultural sensitivity to school members, educate faculty and staff to recognize maladaptation signals of international students, inform the university about school system issues that contribute to the hardships of international students to promote systemic change. Advocacy or social justice component has been emphasized as an important aspect of multicultural counseling (Constantine, Hage, Kindaichi, Bryant, 2007; Ratts, Singh, Nassar-McMillan, Butler, & McCullough, 2016) with a growing recognition that the difficulties of cultural minorities are embedded in their social context. In fact, Stone & Archer (1990) have asserted that counseling centers should be in the forefront of campus efforts to foster multiculturalism. The participants of this study also seemed to recognize that the well-being of international students largely depend on how culturally sensitive their social environment is. Studies on the acculturation of international students highlight the importance of positive social interactions in the host country that can counteract their perceived prejudice and discrimination experiences (Rahman & Rollock, 2004). It is interesting that this competence cluster is included in the center competence instead of the counselor competence. This seems to highlight

counselor participants' recognition of their limited ability (e.g., time, energy) and systemic barriers (e.g., not knowing who/where to go to with the issues) to foster such social change, and simultaneously disclose their earnest request for the center to take action in this regard. Other collaborative efforts the center is called to take included budget securement, networking for counseling supervisions, crisis management, and case referrals.

Second, a competent university counseling center will cater to the needs of the international student counselors (Cluster 2). Most importantly, the university center must employ a full-time international student counselor and equip the counselor with necessary resources and support. With the increase in the workload and severity of mental health conditions of college students, university counseling center clinicians are reported to experience high levels of burnout (Wilkinson, Infantolino, & Wacha-Montes, 2017). Considering that counselors working with multicultural clients are likely to feel limited and isolated (Wi & Choi, 2015), the centers role in this regard seems critical. Specific institutional support the international student counselors needed were counseling supervision, sharing of tasks and mindset, and minimal administrative work.

Third, a competent university counseling center will recognize the common experiences of neglect faced by international students and take special steps to help international student clients feel welcomed (Cluster 3). Crucial materials such as counseling application, psychological tests, website, and announcements should all be accessible in foreign languages. Also, considering the

evidences of underutilization of counseling services and a high premature termination rate among international students (Pendse & Inman, 2017), special institutional care in keeping close contact with the students who has initiated connection with the center will be helpful.

Fourth, a competent university counseling center will effectively reach out to international students (Cluster 4). Low utilization of campus mental health services among international students may be due to the lack of counseling services provided by multiculturally and linguistically competent counselors (Frey & Roysircar, 2006), but if the center is ready to provide international student counseling services, the underutilization is most likely to be caused by ineffective outreach efforts. Behavior indicator statements included in this cluster included sending promotional materials in foreign languages, planning and delivering fun promotional materials and events via various routes, and conducting a mental health screening for new international students. According to an organizing framework of four levels of counseling center outreach (Glass, 2019), the outreach efforts for international students mentioned by the participants of the study are at Level 1, whose goal is to inform students of the presence of international student counseling services and to market the utility of using the services. It may take time for international counseling services to reach subsequent levels of outreach efforts.

Fifth, a competent university counseling center will provide a wide array of programs and services that go beyond individual counseling for international students. Participants with experiences in working with international students have

specifically suggested mental health prevention programs, support and networking groups, topic-based educational programs, and cultural adjustment interventions. The topics of such programs and services can be best uncovered through a needs survey (Gao, 2017). Moreover, research studies on the issues of international students can also be a ground for unearthing ideas for both innovative and practical programs (e.g., Nilsson, Berkel, Flores, & Lucas, 2004). For instance, there seems to be a surprisingly limited attention to career or vocation issues for international students (Pendse & Inman, 2017). Stone & Archer (1990) suggested exploring options such as satellite offices, peer-counseling programs, special walk-in hours, less formal single sessions as ways to provide counseling services to minorities and other special groups.

Although all these above mentioned areas are considered important as indicated by high item ratings of participants ($M = 4.28$), a closer examination of the rating results provides direction for prioritization. The participants rated the university counseling center's role of providing counselor support to be the most important, followed by in the order of diversifying counseling services for clients, creating international student-friendly place, engaging in partnership/advocacy for sustainability, and reaching out to international students. It must be noted that the raters were counselors; thus, the perceived urgency of counselor support at the institutional level is bound to be high. Interestingly, the ratings of the degree of execution were not the lowest for counselor support. The area of competence that is least carried out was active partnership/advocacy for sustainability. This is

probably due to the fact that the international student counseling services at the university counseling centers are still at a launching state, where basic tasks such as preparing the center and planning/running programs remain more urgent. However, considering that university-level change and support may be more powerful than helping international students at the individual level (Yoon & Portman, 2004), the university counseling centers should consciously heighten their efforts for this area of competence.

5.2. Multicultural counseling competence of counselors working with international students

As for the concept map for multicultural counseling competence of counselors working with international students, 78 competence indicator statements were grouped into six clusters laid out on a 2-dimensional map.

The two dimensions that characterized this map were the source of counselor capacity (Dimension 1) and the direction of counselor efforts (Dimension 2). A primary dimension underlying the counselor multicultural competence for international student counseling indicates that the counselors can either use themselves as the instrument of providing effective services or utilize outside sources such as external information or organizations. Using these resources, the counselors can engage in either proactive behaviors (e.g., discussing, asking, and receiving counseling supervision) to realize multicultural counseling competence, or simply possess personal qualities (e.g., attitude, knowledge, abilities, experiences), as implied by the second dimension.

Placed along these two dimensions, six clusters highlight important areas of multicultural counseling competence for counselors: (1) Sustaining awareness, attitude, abilities for international student counseling, (2) Acquiring knowledge to understand international students, (3) Utilizing culturally responsive counseling strategies, (4) Employing procedural strategies to create an open and supportive environment, (5) Engaging in extended roles, and (6) Practicing self-care and professional development. The location of the clusters were reviewed to further cross-validate the interpretation of the dimensions and clusters. Cluster 3 and 4 are placed on the left side of the map, because counselors are using their internal sources while implementing counseling and procedural strategies. However, external sources are required to practice competence indicators in Cluster 2 (gaining required knowledge from outside sources), Cluster 5 (working with outside sources to engage in extended roles outside of counseling sessions), and Cluster 6 (reaching out to external sources for self-care and professional development) – thus, placing these clusters on the right side of the map. As for Dimension 2, Cluster 4 and 6 are placed in the upper half of the map, indicating that these clusters involve proactive behaviors of the counselors. In contrast, Cluster 1 and 2 are located in the bottom half of the map, because awareness, attitude, and abilities are all considered to be passive personal qualities of counselors.

Examining specific behavior indicators included each cluster informs the counselors how to realize each area of competence. Specific contents of the

recommended behaviors are mentioned in detail in the Results section. Here, in-depth discussions of each counselor competence area are made in reference to prior research findings.

First, a competent counselor will sustain certain awareness, attitude, and abilities for international student counseling (Cluster 1). The participants of the study grouped the counselor awareness, attitude, and abilities in the same cluster. However, scholars tended to consider these attributes to be separate. Minami (2008) considered attitudes/beliefs to be a critical component in a model of counselor cultural competence, but viewed it as a component distinct from awareness. Sue and Sue (2008) has defined cultural competence as consisting of knowledge, attitudes, and skills that help counselors develop awareness of one's cultural values and biases, awareness about client's world view, and appropriate multicultural intervention strategies. It seems that the participants of this study used a criterion of time sequence in creating their cluster solutions, and perceived awareness, attitude, and abilities as attributes possessed by counselors prior to engaging in the counselor role for international students. Knowledge (Cluster 2) and skills/strategies (Cluster 3, 4) on the other hand are considered as attributes to be possessed as they engage in international student counseling. Specifically, the focus of counselor awareness found in this study appeared to be largely three-fold – pertaining to (1) international students and (2) self (counselor), and (3) client-counselor relationship. Among many types of awareness included in the cluster, an important awareness to highlight here is about the within-group differences among

international students. Although the diversity that exists within the international student group is literally very visible, the tendency for overgeneralization has also been noted for the literature on international students (Yoon & Portman, 2004). Building on such awareness, the counselors can go further to realize that their attitude toward a client may differ by the country/culture of the client (statement #27), that their knowledge about different cultures is always going to be less than perfect (statement #20), and that cultural differences may impact the dynamic of counseling relationship (statements #12, #16, #13).

Second, a competent counselor will acquire specific knowledge to better understand international students (Cluster 2). Topics of such knowledge included the Korean culture and system, issues of international students, and school-specific information pertaining to international students. In addition to cultural adjustments, there are other challenges faced by international students that put them at great risk for psychological problems (Pendse & Inman, 2017). When counselors have better knowledge and understanding about the racial/cultural discrimination phenomenon in Korea, identity issues of international students with multiple cultural background, visa and scholarship related constraints and school regulations, etc., they can work more effectively with international students. It must be noted that these knowledges must be updated on a constant basis. Interestingly, many of the study participants specifically urged the counselors to be equipped with sufficient knowledge about the Korean culture and systems because from their experience, many international clients ask for counselors' feedback or advice related to the Korean culture. This

phenomenon is supported by observations in previous studies that many international students lack informal social support (Yoon & Portman, 2004) to consult. In this light, the university center's ability to "provide necessary information or training about Korean culture and school resources if the international student counselor is a foreigner (center competence statement #18)" seems important. In contrast, it is interesting that culture-specific knowledge is not greatly emphasized by international student counselors. They all spoke of the importance of counselors' efforts to learn about each culturally diverse client as they come, but a greater stress was given to exercising the attitude of humility that comes from knowing that counselors cannot understand or know a culture different than their own. As Tomlinson-Clarke (2013) has pointed out, culture-specific knowledge about racial-ethnic groups may be unintentionally misused and become stereotyped generalizations.

Third, a competent counselor will utilize culturally responsive counseling strategies in counseling sessions with international students (Cluster 3). This competence cluster had the greatest number (n=26) behavior indicators. The purpose of specific counseling strategies included in this cluster can be summarized as (1) effective rapport-building (n=8), (2) effective understanding (n=11), and (3) effective intervention (n=7). Literature on international students' counseling utilization has constantly emphasized the importance of initial rapport and trust building (Anderson & Myer, 1985; Nilsson, Berkel, Flores, & Lucas, 2004; Yakushko, Davidson, & Sanford-Martens, 2008). The suggestions for rapport

building made by the study participants were specifically talking about ways to handle the cultural differences in the relationship and displaying more explicit support. As for strategies that facilitate counselors' understanding of international student clients, the underlying assumption seemed to be that the issues of the international student clients have two aspects: individual and environmental. In fact, the importance of considering both intrapersonal and interpersonal factors for determining international students' psychological concerns has been stressed by many scholars in the field of multicultural counseling (Pendse & Inman, 2017; Yoon & Portman, 2004). Lastly, the strategies for intervention call for working flexibly in choosing approaches that are sensitive to the client's culture, current condition, and strengths and this concur with the findings from previous studies. For instance, studies have found that students from Asia, Africa, and Iran preferred reality-oriented and directive styles of counseling (Pendse & Inman, 2017). Also, Yoon & Portman (2004) have pointed out that there is a tendency among counselors to view international students as problematic and deficient and suggested that counselors need to avoid patronizing the students.

Fourth, a competent counselor will employ adjusted procedural strategies to create an open and supportive environment that cater to the needs of the international student clients (Cluster 4). Despite the difficulties international students face, evidences of underutilization of counseling services (Yakunina & Weigold, 2011a; Zhang & Dixon, 2003) and a high premature termination rate (Nilsson et al., 2004; Yakushko et al., 2008). Aligned with Yoon & Portman

(2004)'s call for counselor strategies to retain international students after intake sessions, many of the procedural strategies included in this cluster were specifically for the intake process (statements #48, #50, #52, #53, #54, #73) and the first session (statements #55, #56). These statements suggest counselors to ask specifically about international students' prior counseling experiences and expectations and their motivation and purpose for coming to Korea, which are topics that have been suggested in Gao (2017)'s study as well.

Fifth, a competent counselor will active engage in roles that go beyond the traditional counselor role in sessions (Cluster 5). Specifically, the participants of this study thought providing practical information and advices to international students was a helpful counselor behavior. Gao (2017) asserted that relatively adaptive international students gain sufficient help from information, advice, or self-help methods provided by counselors. In fact, counselors of minority clients have been urged to hold alternative roles such as facilitators of self-help or consultants (Banks, 2019), but there are not enough practical guidelines to help counselors determine the adequacy of their roles or strategies. Atkinson, Thompson, and Grant (1993) have suggested three factors (the client's level of acculturation, the locus of the problem's etiology, and the goals of helping) to consider when selecting an appropriate counselor role in working with radical/ethnic minorities. A similar framework that can assist in counselor role decisions would be helpful for counselors working with international students.

Sixth, a competent counselor will diligently practice self-care and engage

in professional development in order to manage their professional work in a healthier way (Cluster 6). Participants thought receiving culturally sensitive supervision for professional development, and engaging in burn-out-prevention actions to manage workload and level of involvement to be important competencies of counselors working with international students. Counseling supervision is considered as important part of counselor training, and as with counseling, multicultural perspectives should be integrated in counseling supervision. Most importantly, the supervisor should be culturally sensitive while providing supervision, effectively deal with multicultural issues in the client case, and go further to teach the trainee about multicultural counseling competence (Chopra, 2013). In reality, finding competent multicultural supervisor can be extremely challenging in Korea. But because of its importance, the study participants have included related statement in the center competence as well (center statement #20). Managing workload is also an important aspect of counselor competence as counselors working with international students are often the only responsible person in charge of a myriad of related duties, ranging from planning for outreach to dealing with crisis situations. Even if it is difficult, the counselors should intentionally set aside time to engage in burn-out-prevention actions.

Similar to ratings for university counseling center competence, every competence cluster for counselors were also rated high in importance ($M = 4.28$). Specifically, the participants rated the counselor's role of sustaining awareness,

attitude, abilities for international student counseling to be the most important, followed by in the order of practicing self-care and professional development, employing procedural strategies to create an open and supportive environment, utilizing culturally responsive counseling strategies, acquiring knowledge to understand international students, and engaging in extended roles. In contrast, the mean of the average rating of degree of execution was 3.73. This number is higher than that of center competence, indicating that participants thought that the individual counselors themselves are currently meeting the competence standards better than their organizations. Interestingly, the ratings of the degree of execution was the least for engaging in extended roles. Counselors working with minority clients are faced with a constant dilemma about how to balance their various roles and tasks, but they often safely resort to engaging in traditional counselor roles. Although the degree of execution rating task for counselor competence was essentially a self-evaluation, it is relieving to know that they considered that the current counselors working with international students are fairly well equipped with the necessary awareness, attitude and abilities for international student counseling.

5.3. Significance and Utilization of results

Very little is known about the multicultural competence of university counseling centers. Also, there is a lack of empirical study on multicultural counseling competence for counselors specifically involved in international student counseling. This study represents the first formal research attempt to systematically examine the multicultural competence of university counseling centers and counselors working with international students. The number of international students on Korean university campuses will continue to increase and their need for counseling services present real challenges. Accessible and appropriate counseling services provided by competent university counseling centers and counselors will play a pivotal role in helping international students as they deal with diverse issues related to adapting to a new cultural and academic environment. To date, university counseling centers and counselors in Korea and elsewhere in the world are not equipped with practical guidelines, trainings, or resources to work with this special population. This study will serve as a foundational starting point in the efforts to increase greater proficiency and to improve counseling outcomes for international students. The scope of this study was to look at the multicultural competence of both the university counseling centers and counselors; it is hoped that the university counseling centers and counselors move forward together in advancing the much-needed international student counseling services.

Furthermore, the findings of this study can be used to promote further international student counseling research, related program and scale development,

and counselor/center evaluation. Tomlinson-Clarke (2013) pointed out that sequential experiences that build upon counselor's current levels of cultural competence is a foundation of practicing the cultural competence-based training approach. Thus, to provide multicultural learning experiences that are developmental, counselors and university centers can examine the multicultural counseling competence conceptualized in this study, and specifically go through the list of behavior indicators within each competence clusters to figure out the areas for improvement. In particular, certain competence areas such as Cluster 2 "Acquiring knowledge to understand international students" of counselor competence can be turned into a short-term prerequisite training program for counselors beginning their work with international students.

All participants enthusiastically validated the final competence cluster solutions and the behavior indicator statements. They said that the study results reflected and further elucidated their perception and understanding of multicultural counseling competence for international student counseling. They all expressed their encouragement and gratitude for this research work, and said that participating in the study made them feel like their work has been validated and appreciated. In particular, reading through the list of extended roles in Cluster 5 of counselor competence made them realize that their work is indeed dynamic and complex. They further commented that if they knew about such reality of their work, their psychological burden and stress would have been reduced. Instead of suffering from the unhelpful thought that their workload is unfairly heavy, they

would have moved on to simply planning and adjusting their multiple tasks.

5.4. Limitations

First, although the concept mapping methodology is a standardized approach, existing studies have displayed its ability to accommodate a wide variety of specific techniques in addressing different kinds of questions and problems (Kane & Trochim, 2007). It appears that additional steps for reliability and validity could have been taken to strengthen the confidence in the findings. Second, the study included 20 participants in total and the representativeness of this sample is unclear. Although the current sample size is an acceptable one in concept mapping, future research could use a larger number of participants. Third, participants in the study were all female and their years of experience with international student counseling were all under ten. Thus, there is no objective way of knowing whether these counselors are “experts” in the field yet. International student counseling is a relatively recent field and still unfamiliar to many; a lack of studies in this field is an indication of this. Fourth, caution must be taken against the assumption that these participant-identified indicators are exhaustive because they are bound by participating counselors’ awareness. Fifth, the importance ratings by participants showed ceiling effects. However, this tendency is not surprising because the participants were the “stakeholders in the focal area of the study” (Donnelly, 2017). Sixth, given the nonexperimental research method used, there is no guarantee that these competence indicators will result in successful counseling outcomes. Seventh, few participants have expressed exhaustion in doing the sorting task. Because the

sorters essentially engaged in two sorting tasks – one for the center competence and one for the counselor competence – at one sitting, “participant fatigue” (Orsi, 2017) may have occurred. Because scheduling face to face meeting with all the sorters was not easy, the researcher had to resort to requesting them to do the tasks back to back. It might be better to ask them to do the sorting electronically using a software such as Excel and give them the leisure to do the sorting separately at their convenient time.

5.5. Further discussion points and ideas for future studies

First, the question of how to integrate this knowledge/results in counselor training is an important one. Modules of international student counseling competence could be incorporated in a semester-long course on multicultural counseling at universities with counseling departments. Second, whether these competencies should be trained among “special” counselors who “specializes” in counseling international students or whether they should be trained for every counselor working at a university counseling center would be an interesting point for discussion. Third, examining multicultural counseling competence for university counseling centers and counselors working with international students in another country would be interesting. The contents of the organizational and individual competence are likely to change as the cultural context for the competence is changed. Fourth, the results of this study may have varied significantly using a different population which may have been exposed to different

types of counselor training or experiences. The participant sample of the study included Canadian and Chinese counselors but most of them were trained in Korea. It would be interesting to include counselors of other cultural background or counselor training. Fifth, international student clients' conceptualization of multicultural counseling competence may be different from that of counselors. Counselors and centers may believe that they are providing culturally competent services, but clients are ones who ultimately decide whether the services they receive are indeed effective. By knowing clients' perceptions of multicultural competence in counseling, counselors and centers may be able to better enhance their credibility with clients. Lastly, certain clusters such as advocacy or extended role related ones may be considered important by a more experienced international student counselors but not so much by a newly starting counselor. Also, perceptions of part-time vs. full-time counselors are also likely to be different. Future studies may attempt at deeper analyses of results.

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Appendix

Behavior indicators of multicultural counseling competence of university counseling centers working with international students by importance scores (from highest to lowest)

#	Cluster	Behavior indicator	Mean	SD
11	3	Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).	4.89	0.32
10	3	Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).	4.74	0.45
19	2	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).	4.74	0.45
28	1	Secures a budget for sustainable international student counseling services.	4.74	0.45
7	5	Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.	4.58	0.51
21	2	Employs a full-time counselor who can take charge of international student counseling.	4.58	0.61
3	2	Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).	4.53	0.70
30	5	Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).	4.53	0.51
35	3	Has the center website available in English or other foreign languages.	4.53	0.70
26	3	Has a separate crisis protocol for international students (including ways to deal with issues such as accompanying students to a hospital and recruiting an interpreter).	4.47	0.61
4	3	Uses appropriate psychological tests upon considering the issues of cultural validity and norm issues.	4.42	0.69
16	2	Spreads awareness among center staff (including the director) that international students should be welcomed and provided with appropriate services just as domestic students.	4.42	0.77
17	2	Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).	4.42	0.61
18	2	Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.	4.42	0.69
22	2	Supports part-time counselors by confining their work to managing their counseling cases.	4.42	0.69
25	1	Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).	4.42	0.61
32	1	Maintains a list of external counseling centers and counselors for international student case referrals.	4.42	0.69
38	4	Sends promotional materials in a foreign language (e.g., English, Chinese).	4.42	0.61
12	3	Prepares the counseling application form for international students that corresponds to the Korean version for efficient counseling case management.	4.37	0.76
14	2	Inform other staff (administrative staff, reception staff, other counselors) at the center about international student counseling services and procedures.	4.37	0.68
40	2	Trains the reception/information desk staff to provide appropriate guidance when international students visit the center (e.g. equipping staff with basic foreign language skills and knowledge of international student services and procedures).	4.37	0.68
1	5	Identifies actual program needs of international students through needs survey during the annual planning stage.	4.32	0.67
8	1	Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.	4.32	0.67
24	5	Plans and conducts mental health prevention programs to help international students avert psychological crisis.	4.32	0.67

44	1	Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).	4.32	0.48
45	5	Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).	4.32	0.58
15	2	Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).	4.26	0.81
20	2	Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.	4.26	0.65
39	1	Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).	4.26	0.81
6	4	Plans and conducts outreach programs (e.g., arts & crafts, socializing events) to acquaint international students with the counseling center.	4.21	0.71
34	4	Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.	4.21	0.71
41	3	Makes sure that the international student client has correctly provided their contact information and notes his/her preferred way of contact (e.g., e-mail or phone).	4.21	0.79
48	3	Provides a practical measure to allow international students in psychological crisis to seek help beyond counseling hours.	4.21	0.79
			4.36	
9	1	Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.	4.16	0.76
13	3	Prepares for a long waiting list situation due to high demand for individual counseling (e.g., screening the list and referring students to appropriate alternative services, referring to other counseling centers, hiring additional counselors).	4.16	0.69
2	3	Utilizes non-verbal tests (e.g., HTP, KFD, etc.) in consideration of the language limitations of international students and cultural influences.	4.11	0.94
33	1	Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).	4.11	0.99
42	3	Establishes guidelines for judging session extension because many international students wish to go for long-term counseling due to lack of other resources.	4.11	0.81
5	5	Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.	4.00	0.94
23	4	Conducts a mental health screening for new international students and actively recommends counseling to students in need.	4.00	1.25
46	3	Uses various methods (e.g., bi-weekly counseling, check-ins, phone/e-mail counseling) to prevent international students from feeling neglected when there is a long waitlist.	4.00	1.00
29	2	Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff	3.89	0.99
31	2	Minimizes the administrative work of international student counselors.	3.89	0.81
37	4	Promotes international counseling services in a friendly manner (e.g., sending a message that it is good to share their concern with someone even if it seems trivial).	3.89	0.88
36	1	Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.	3.79	0.98
47	3	Sends reminders of scheduled counseling sessions by e-mail or phone considering the intercultural differences in the concept of time and the possibility of miscommunication due to language barrier.	3.79	0.92
27	1	Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the	3.74	0.93

		school.		
43	1	Informs the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).	3.74	0.81

Behavior indicators of multicultural counseling competence of counselors working with international students by importance scores (from highest to lowest)

#	Cluster	Behavior indicator	Mean	SD
42	1	Has counseling expertise and experience.	4.79	0.42
13	1	Recognizes that discriminatory behaviors may be triggered by one's bias toward the client due to one's values or prior experience and is careful to avoid any possible discriminatory behaviors.	4.74	0.45
12	1	Recognizes the cultural differences between the counselor and the client and understands that such differences may affect the dynamic of the counseling relationship.	4.68	0.58
16	1	Recognizes that discriminatory behaviors may be triggered by the appearance (skin color, odor, gestures) of the international student client and is careful to avoid any possible discriminatory behaviors.	4.68	0.48
18	6	Cultivates continually one's cultural sensitivity through counseling supervision or training analysis.	4.68	0.48
36	1	Has sufficient foreign language ability to comfortably communicate with international students in the counseling context.	4.68	0.48
7	1	Recognizes that cultural and individual diversity exists among international students and seeks to learn about each individual client's culture.	4.63	0.60
11	3	Conceptualizes the maladjustment issue of the international student client by considering both individual and cultural factors.	4.63	0.50
21	3	Asks specifically about the client's culture and experiences instead of making assumptions.	4.63	0.50
61	3	Explores in-depth about a phenomenon experienced by the client even when the phenomenon is universal (e.g., bullying) to understand what the experience was like for him/her in his/her culture.	4.63	0.60
20	1	Recognizes that one cannot know all about a culture one does not belong to and seeks to learn about different countries/cultures.	4.58	0.61
43	1	Is confident that one can communicate well even when cultural/language differences exist in the counseling relationship.	4.58	0.61
59	3	Deals openly about any cultural misunderstandings that arise in sessions.	4.58	0.51
75	6	Receives counseling supervision from a supervisor who is well versed in multicultural counseling. (If finding such supervisor is difficult, seeks out peer supervision from other international student counselors.)	4.58	0.51
78	6	Is familiar with the crisis response procedures (e.g., hospitalization) for psychological crisis of international student clients and acts accordingly.	4.58	0.61
10	3	Explores to identify whether the chief complaint/presenting problem of international student client is cultural, individual, or situational.	4.53	0.51
27	1	Recognizes that one's level of interest in and familiarity with the international student client differ depending on the country/culture of the student.	4.53	0.61
46	1	Has the heart, ardor, and diligence to assist international students from their side.	4.53	0.70
56	4	During the first session, clarifies in detail how to contact the counselor during normal and crisis situations (e.g., phone, chat app, e-mail).	4.53	0.51
22	3	Looks out carefully for any hints (e.g., low grades, untidy appearance) that signal mental health problems.	4.47	0.51
26	1	Has experiences of interacting with foreigners in and outside of the counseling scene and can comfortably communication with foreigners.	4.47	0.61
45	3	Exercises conscious humility when empathizing with a client who has gone through an experience difficult to empathize with.	4.47	0.70
50	4	At intake, asks about the international student's counseling experiences and	4.47	0.70

		expectations in detail, and orients the student about counseling if he/she came from a culture where counseling is unfamiliar.		
64	3	Watches out for communication errors by paying special attention to the client's facial expressions, nuances of speech, and context, especially if the language used in counseling is not the mother tongue to the counselor or the client.	4.47	0.51
65	3	Explores the client's personal subculture (e.g., regional characteristics, religion, gender identity) in the context of his/her general culture of the country of origin.	4.47	0.70
9	1	Is able to understand and empathize with the common difficulties of international students.	4.42	0.61
15	3	Makes a promise with the client to talk frankly if the counselor's cultural ignorance or prejudice surfaces during the counseling process.	4.42	0.61
31	3	Accepts wholeheartedly the cultural differences between counselor and client.	4.42	0.77
38	2	Knows about the school regulations related to international students (e.g., regulations on academic probation).	4.42	0.61
44	6	Acknowledges that one cannot meet all of the various needs of international students alone and maintains composure in this regard.	4.42	0.69
71	3	Watches out for displaying microaggression (subtle discrimination with no malicious intent).	4.42	0.61
74	4	Devotes sufficient time and energy to the termination process (e.g., structuring, referring, etc.)	4.42	0.69
14	2	Knows about the trend of racial/cultural discrimination in Korea (e.g., favorable attitudes toward white people, prejudice against black people, Southeast Asians, Korean-Chinese, etc.).	4.37	0.60
47	4	Provides direct care or information (e.g., giving directions to a place, providing interpretation) related to receiving services.	4.37	0.60
52	4	At intake, asks about how the international student decided to come to study in Korea, and notes his/her decision-making style, motivation and purpose.	4.37	0.68
54	4	At intake, pays special attention to the basic relationship resources and problem-solving skills of the international student client.	4.37	0.68
60	3	Pays special attention not to speak from the side of Koreans when talking about Korea or when trying to help solve cultural misunderstandings.	4.37	0.68
63	3	Explores to check whether the international student's speech/behavior/attitude is considered appropriate in his/her own culture.	4.37	0.68
67	3	Chooses flexibly counseling approaches in consideration of the client's culture without insisting on one counseling theory/approach.	4.37	0.90
69	3	Validates and normalizes the client's experiences as an international student in Korea.	4.37	0.68
77	6	Conducts reasonable number of counseling sessions per day considering the additional energy that is required for international student counseling.	4.37	0.68
8	1	Is able to hypothesize about possible difficulties during the adaptation process of an international student based on his/her cultural and psychological characteristics.	4.32	0.58
29	2	Knows about the possible daily life difficulties of international students as well as viable resources and solutions.	4.32	0.58
55	4	During the first session, discusses in detail about the roles/boundaries of the client-counselor relationship to reduce any inappropriate attitudes and expectations.	4.32	0.67
66	6	When a client asks for personal help (translation/interpretation, mediation, reservation, information search, money, etc.), explores the meaning of such request in context of client's situation and see if one can connect the client to other resources first.	4.32	0.75
73	4	At intake, pays special attention to the life difficulties of the international student client (e.g., sleep, eating, living conditions).	4.32	0.82
			4.49	
25	3	Uses one's experiences of living abroad or of alienation to understand and empathize with the international student client.	4.26	0.81
53	4	At intake, asks and makes notes about the international student's cultural	4.26	0.65

		background.		
19	1	Recognizes that an international student client who lack relationship resources may become overly dependent on the counselor or that the counselor may be tempted to overly protect the client.	4.21	0.79
30	2	Knows about the unique constraints of international students (e.g., scholarship, visa period, etc.) and knows about the specific situation of each client in this regard.	4.21	0.63
62	3	Guards oneself against paternalism and tries to use strength-based approaches.	4.21	0.92
70	3	Provides appropriate intervention and support considering the cultural adaptation stage of the international student. (e.g., providing more direct and practical assistance in the early stage of adaptation).	4.21	0.71
28	2	Knows about the differences in the characteristics and psychological issues of international students according to their student status (exchange vs. regular, undergraduate vs. graduate).	4.16	0.50
37	5	Guides and connects international students to various resources on campus and in the local community.	4.16	0.60
51	3	Interprets the information provided or omitted by the international student client in the context of his/her culture.	4.16	0.83
72	3	Educates about how to alleviate stress and tension the client may experience in everyday life as an international student.	4.16	0.60
3	5	Forms and maintains good relations with the center and other related organizations and staff to help vitalize international student counseling.	4.11	0.66
17	1	Recognizes that there are areas where foreigners should be treated without discrimination as well as areas where discriminative treatment is required (e.g., administrative assistance).	4.11	0.74
33	3	Provides feedback to international students who wants to know whether their behavior is considered appropriate in the Korean culture.	4.11	1.05
76	5	Allocates one's time and energy to various tasks involved in international student counseling services (e.g., counseling, program planning, outreach, networking).	4.11	0.81
2	5	Seeks proactively ways to improve the international student counseling services instead of simply recognizing problems and settling for status quo.	4.05	0.78
4	5	Acts as a mediator between the school and international students and demands the needs of international students when necessary.	4.05	0.71
34	2	Knows about any recent foreigner incidents that occurred in the local community and on campus.	4.05	0.78
40	5	Provides guidance on how to obtain information the international students need (e.g., academic, life, employment, etc.).	4.05	0.71
6	5	Forms a support network with other international student counselors and shares resources.	4.00	0.75
35	6	Practices things one can do to prevent and manage burnout (e.g., connecting with other international student counselors for support, managing caseload, etc.)	4.00	0.58
48	4	Conducts the intake interview before having the international student take psychological tests required for counseling and communicates the rationale for the testing.	4.00	1.15
41	2	Knows about the cultural and identity issues of international students of Korean descent (e.g., Korean-Americans, Korean-Chinese, adoptees).	3.95	0.85
57	6	Discusses the behavior policy for interactions outside of the counseling context considering that international student counselors tend to be involved in international student related activities outside of the counseling sessions.	3.95	0.97
1	5	Has a service spirit to take on diverse tasks related to international student counseling and the flexibility about the scope of counselor roles.	3.89	0.94
32	2	Knows sufficiently about the Korean culture and systems to serve as a cultural interpreter for international students.	3.89	0.81
58	3	Educates the international student client about Korean culture to help him/her to understand current difficulties in context.	3.89	1.05
5	5	Looks out for any materials that can be of benefit to international students (e.g. e-mails regarding scholarships or programs) and forwards the	3.84	0.76

		information to clients.		
24	3	Expresses directly one's desire to help even when one cannot in the given circumstances.	3.79	0.92
39	2	Knows about the statistical information (number of students by country, by degree program, etc.) and atmosphere of the international students on campus.	3.63	1.07
49	4	Asks the international student whether he/she wants to coordinate counseling sessions to avoid meeting with other clients from same country.	3.58	1.02
23	3	Expresses explicitly one's interest, openness, and willingness to listen.	3.42	1.17
68	3	Pays special attention to build rapport with the international student client and provides more 'felt' support.	3.16	1.17

Behavior indicators of multicultural counseling competence of university counseling centers working with international students by degree of execution scores (from lowest to highest)

#	Cluster	Behavior indicator	Mean	SD
20	2	Maintains a regularly updated list of supervisors who can effectively provide international student counseling supervision.	1.79	0.79
23	4	Conducts a mental health screening for new international students and actively recommends counseling to students in need.	2.00	1.00
9	1	Educates faculty and staff members working with international students about how to identify and deal with students displaying maladaptation signals.	2.05	0.85
8	1	Plans and conducts on-campus multicultural sensitivity education programs for Korean staff and students.	2.11	0.94
36	1	Contacts professors who have international students as advisees to inform them about international counseling services and provide advice when necessary.	2.16	1.01
43	1	Inform the school about school system issues that contribute to the hardships of international students (e.g., grading on a curve, revealing students' grades publicly).	2.16	1.12
24	5	Plans and conducts mental health prevention programs to help international students avert psychological crisis.	2.21	0.98
33	1	Works in cooperation with other universities in Korea to handle tasks that a single university center cannot accomplish on its own (e.g., international student case supervision, crisis hotline).	2.21	0.92
27	1	Establishes the scope of counseling services that the center can realistically provide according to the type of international student status (e.g., exchange/visiting, short-term language training, regular) and notifies the school.	2.26	0.73
19	2	Provides counselors with in-house counseling supervision opportunities (e.g., accepting international student counseling cases for case conferences).	2.32	1.29
29	2	Identifies and delegates the tasks and responsibilities related to international student counseling that can be shared with other center staff	2.37	1.01
34	4	Promotes international student counseling services through various routes (e.g., mass e-mails, visiting education, event participation) using places, institutions, events, and information networks frequently used by international students.	2.42	0.96
39	1	Develops a cooperation protocol with the major relevant organizations in the community (e.g., hospitals, police).	2.42	1.17
32	1	Maintains a list of external counseling centers and counselors for international student case referrals.	2.47	1.26
1	5	Identifies actual program needs of international students through needs survey during the annual planning stage.	2.58	1.17
17	2	Strives to reduce grievances and prevent burnout of international student counselors (e.g., hiring more counselors, providing psychological support).	2.58	1.12
26	3	Has a separate crisis protocol for international students (including ways to	2.58	1.26

		deal with issues such as accompanying students to a hospital and recruiting an interpreter).		
25	1	Maintains a list of institutions and personnel that can assist various international student issues (e.g., lawyers, real estate agencies, hospitals).	2.63	1.21
45	5	Creates ways to promote connection, support, and information exchange among international students (e.g., forming support groups for specific issues).	2.63	0.96
18	2	Provides necessary information or training about Korean culture and school resources if the international student counselor is a foreigner.	2.68	0.95
44	1	Establishes a network with other on-campus institutions that work with international students (e.g., dormitory, office of international affairs).	2.68	1.29
5	5	Plans and conducts various services (education, events) to assist international students' adaptation to Korean culture and university life.	2.74	1.10
6	4	Plans and conducts outreach programs (e.g., arts & crafts, socializing events) to acquaint international students with the counseling center.	2.74	1.19
31	2	Minimizes the administrative work of international student counselors.	2.74	1.19
48	3	Provides a practical measure to allow international students in psychological crisis to seek help beyond counseling hours.	2.74	1.37
21	2	Employs a full-time counselor who can take charge of international student counseling.	2.84	1.61
30	5	Plans various measures in addition to individual counseling to efficiently meet international student counseling needs (e.g., conducting group counseling, forming support groups).	2.84	1.12
			2.44	
15	2	Encourages the external networking endeavors of international student counselors (e.g., with international student counselors at other universities).	2.89	1.37
37	4	Promotes international counseling services in a friendly manner (e.g., sending a message that it is good to share their concern with someone even if it seems trivial).	2.95	1.18
16	2	Spreads awareness among center staff (including the director) that international students should be welcomed and provided with appropriate services just as domestic students.	3.00	1.29
3	2	Has a way of scoring and interpreting tests conducted in a foreign language (e.g., in-house translator or the budget to outsource).	3.11	1.52
4	3	Uses appropriate psychological tests upon considering the issues of cultural validity and norm issues.	3.11	1.24
13	3	Prepares for a long waiting list situation due to high demand for individual counseling (e.g., screening the list and referring students to appropriate alternative services, referring to other counseling centers, hiring additional counselors).	3.16	1.30
2	3	Utilizes non-verbal tests (e.g., HTP, KFD, etc.) in consideration of the language limitations of international students and cultural influences.	3.21	1.23
28	1	Secures a budget for sustainable international student counseling services.	3.21	1.32
40	2	Trains the reception/information desk staff to provide appropriate guidance when international students visit the center (e.g. equipping staff with basic foreign language skills and knowledge of international student services and procedures).	3.21	1.36
42	3	Establishes guidelines for judging session extension because many international students wish to go for long-term counseling due to lack of other resources.	3.32	1.11
46	3	Uses various methods (e.g., bi-weekly counseling, check-ins, phone/e-mail counseling) to prevent international students from feeling neglected when there is a long waitlist.	3.32	1.00
47	3	Sends reminders of scheduled counseling sessions by e-mail or phone considering the intercultural differences in the concept of time and the possibility of miscommunication due to language barrier.	3.32	1.20
14	2	Informs other staff (administrative staff, reception staff, other counselors) at the center about international student counseling services and procedures.	3.37	1.01
35	3	Has the center website available in English or other foreign languages.	3.47	1.43
38	4	Sends promotional materials in a foreign language (e.g., English, Chinese).	3.53	1.22

7	5	Plans and conducts adequate interventions based on an understanding of various life aspects and difficulties (e.g., loneliness, interpersonal relationship, career, academic probation) of international students.	3.58	1.17
22	2	Supports part-time counselors by confining their work to managing their counseling cases.	3.68	1.16
41	3	Makes sure that the international student client has correctly provided their contact information and notes his/her preferred way of contact (e.g., e-mail or phone).	3.74	0.87
10	3	Prepares all the information and announcements displayed at the center in foreign languages (at minimum, in English).	3.79	1.18
11	3	Prepares all documents required for the counseling process (e.g., application form, consent form, intake form) translated in foreign languages (at minimum, in English).	4.16	1.01
12	3	Prepares the counseling application form for international students that corresponds to the Korean version for efficient counseling case management.	4.32	0.82

Behavior indicators of multicultural counseling competence of counselors working with international students by degree of execution scores (from lowest to highest)

#	Cluster	Behavior indicator	Mean	SD
49	4	Asks the international student whether he/she wants to coordinate counseling sessions to avoid meeting with other clients from same country.	2.58	1.07
39	2	Knows about the statistical information (number of students by country, by degree program, etc.) and atmosphere of the international students on campus.	2.63	1.26
35	6	Practices things one can do to prevent and manage burnout (e.g., connecting with other international student counselors for support, managing caseload, etc.)	2.74	0.81
5	5	Looks out for any materials that can be of benefit to international students (e.g. e-mails regarding scholarships or programs) and forwards the information to clients.	2.84	1.12
34	2	Knows about any recent foreigner incidents that occurred in the local community and on campus.	2.89	1.20
76	5	Allocates one's time and energy to various tasks involved in international student counseling services (e.g., counseling, program planning, outreach, networking).	2.89	1.20
41	2	Knows about the cultural and identity issues of international students of Korean descent (e.g., Korean-Americans, Korean-Chinese, adoptees).	3.00	0.88
2	5	Seeks proactively ways to improve the international student counseling services instead of simply recognizing problems and settling for status quo.	3.05	0.71
4	5	Acts as a mediator between the school and international students and demands the needs of international students when necessary.	3.11	1.05
32	2	Knows sufficiently about the Korean culture and systems to serve as a cultural interpreter for international students.	3.11	0.99
75	6	Receives counseling supervision from a supervisor who is well versed in multicultural counseling. (If finding such supervisor is difficult, seeks out peer supervision from other international student counselors.)	3.11	0.99
37	5	Guides and connects international students to various resources on campus and in the local community.	3.16	0.90
3	5	Forms and maintains good relations with the center and other related organizations and staff to help vitalize international student counseling.	3.21	1.08
6	5	Forms a support network with other international student counselors and shares resources.	3.21	1.23
38	2	Knows about the school regulations related to international students (e.g., regulations on academic probation).	3.21	1.40
40	5	Provides guidance on how to obtain information the international students need (e.g., academic, life, employment, etc.).	3.21	1.03
77	6	Conducts reasonable number of counseling sessions per day considering the	3.21	1.03

		additional energy that is required for international student counseling.		
30	2	Knows about the unique constraints of international students (e.g., scholarship, visa period, etc.) and knows about the specific situation of each client in this regard.	3.26	0.93
23	3	Expresses explicitly one's interest, openness, and willingness to listen.	3.32	0.82
28	2	Knows about the differences in the characteristics and psychological issues of international students according to their student status (exchange vs. regular, undergraduate vs. graduate).	3.32	0.89
68	3	Pays special attention to build rapport with the international student client and provides more 'felt' support.	3.32	1.06
18	6	Cultivates continually one's cultural sensitivity through counseling supervision or training analysis.	3.37	0.96
1	5	Has a service spirit to take on diverse tasks related to international student counseling and the flexibility about the scope of counselor roles.	3.47	1.02
57	6	Discusses the behavior policy for interactions outside of the counseling context considering that international student counselors tend to be involved in international student related activities outside of the counseling sessions.	3.53	1.12
24	3	Expresses directly one's desire to help even when one cannot in the given circumstances.	3.58	0.96
48	4	Conducts the intake interview before having the international student take psychological tests required for counseling and communicates the rationale for the testing.	3.58	1.26
58	3	Educates the international student client about Korean culture to help him/her to understand current difficulties in context.	3.63	0.96
62	3	Guards oneself against paternalism and tries to use strength-based approaches.	3.63	0.90
33	3	Provides feedback to international students who wants to know whether their behavior is considered appropriate in the Korean culture.	3.68	1.06
51	3	Interprets the information provided or omitted by the international student client in the context of his/her culture.	3.68	0.75
70	3	Provides appropriate intervention and support considering the cultural adaptation stage of the international student. (e.g., providing more direct and practical assistance in the early stage of adaptation).	3.68	0.89
71	3	Watches out for displaying microaggression (subtle discrimination with no malicious intent).	3.68	0.82
			3.25	
17	1	Recognizes that there are areas where foreigners should be treated without discrimination as well as areas where discriminative treatment is required (e.g., administrative assistance).	3.74	0.87
19	1	Recognizes that an international student client who lack relationship resources may become overly dependent on the counselor or that the counselor may be tempted to overly protect the client.	3.74	0.93
29	2	Knows about the possible daily life difficulties of international students as well as viable resources and solutions.	3.74	0.73
31	3	Accepts wholeheartedly the cultural differences between counselor and client.	3.74	1.05
63	3	Explores to check whether the international student's speech/behavior/attitude is considered appropriate in his/her own culture.	3.74	0.73
72	3	Educates about how to alleviate stress and tension the client may experience in everyday life as an international student.	3.74	0.81
44	6	Acknowledges that one cannot meet all of the various needs of international students alone and maintains composure in this regard.	3.84	0.90
55	4	During the first session, discusses in detail about the roles/boundaries of the client-counselor relationship to reduce any inappropriate attitudes and expectations.	3.84	0.96
74	4	Devotes sufficient time and energy to the termination process (e.g., structuring, referring, etc.)	3.84	0.90
78	6	Is familiar with the crisis response procedures (e.g., hospitalization) for psychological crisis of international student clients and acts accordingly.	3.84	0.90
10	3	Explores to identify whether the chief complaint/presenting problem of	3.89	0.88

		international student client is cultural, individual, or situational.		
53	4	At intake, asks and makes notes about the international student's cultural background.	3.89	0.74
22	3	Looks out carefully for any hints (e.g., low grades, untidy appearance) that signal mental health problems.	3.95	0.71
66	6	When a client asks for personal help (translation/interpretation, mediation, reservation, information search, money, etc.), explores the meaning of such request in context of client's situation and see if one can connect the client to other resources first.	3.95	0.85
67	3	Chooses flexibly counseling approaches in consideration of the client's culture without insisting on one counseling theory/approach.	3.95	0.91
7	1	Recognizes that cultural and individual diversity exists among international students and seeks to learn about each individual client's culture.	4.00	1.00
8	1	Is able to hypothesize about possible difficulties during the adaptation process of an international student based on his/her cultural and psychological characteristics.	4.00	0.82
42	1	Has counseling expertise and experience.	4.00	0.82
45	3	Exercises conscious humility when empathizing with a client who has gone through an experience difficult to empathize with.	4.00	0.82
47	4	Provides direct care or information (e.g., giving directions to a place, providing interpretation) related to receiving services.	4.00	0.88
12	1	Recognizes the cultural differences between the counselor and the client and understands that such differences may affect the dynamic of the counseling relationship.	4.05	0.78
15	3	Makes a promise with the client to talk frankly if the counselor's cultural ignorance or prejudice surfaces during the counseling process.	4.05	0.78
20	1	Recognizes that one cannot know all about a culture one does not belong to and seeks to learn about different countries/cultures.	4.05	0.91
25	3	Uses one's experiences of living abroad or of alienation to understand and empathize with the international student client.	4.05	0.78
50	4	At intake, asks about the international student's counseling experiences and expectations in detail, and orients the student about counseling if he/she came from a culture where counseling is unfamiliar.	4.05	0.71
9	1	Is able to understand and empathize with the common difficulties of international students.	4.11	0.66
65	3	Explores the client's personal subculture (e.g., regional characteristics, religion, gender identity) in the context of his/her general culture of the country of origin.	4.11	0.66
21	3	Asks specifically about the client's culture and experiences instead of making assumptions.	4.16	0.76
43	1	Is confident that one can communicate well even when cultural/language differences exist in the counseling relationship.	4.16	0.76
52	4	At intake, asks about how the international student decided to come to study in Korea, and notes his/her decision-making style, motivation and purpose.	4.16	0.69
64	3	Watches out for communication errors by paying special attention to the client's facial expressions, nuances of speech, and context, especially if the language used in counseling is not the mother tongue to the counselor or the client.	4.16	0.69
69	3	Validates and normalizes the client's experiences as an international student in Korea.	4.16	0.60
14	2	Knows about the trend of racial/cultural discrimination in Korea (e.g., favorable attitudes toward white people, prejudice against black people, Southeast Asians, Korean-Chinese, etc.).	4.21	0.71
27	1	Recognizes that one's level of interest in and familiarity with the international student client differ depending on the country/culture of the student.	4.21	0.71
60	3	Pays special attention not to speak from the side of Koreans when talking about Korea or when trying to help solve cultural misunderstandings.	4.21	0.63
73	4	At intake, pays special attention to the life difficulties of the international student client (e.g., sleep, eating, living conditions).	4.21	0.71

11	3	Conceptualizes the maladjustment issue of the international student client by considering both individual and cultural factors.	4.26	0.65
36	1	Has sufficient foreign language ability to comfortably communicate with international students in the counseling context.	4.26	0.81
54	4	At intake, pays special attention to the basic relationship resources and problem-solving skills of the international student client.	4.26	0.65
56	4	During the first session, clarifies in detail how to contact the counselor during normal and crisis situations (e.g., phone, chat app, e-mail).	4.32	0.67
13	1	Recognizes that discriminatory behaviors may be triggered by one's bias toward the client due to one's values or prior experience and is careful to avoid any possible discriminatory behaviors.	4.37	0.68
26	1	Has experiences of interacting with foreigners in and outside of the counseling scene and can comfortably communication with foreigners.	4.37	0.68
46	1	Has the heart, ardor, and diligence to assist international students from their side.	4.37	0.76
59	3	Deals openly about any cultural misunderstandings that arise in sessions.	4.37	0.68
61	3	Explores in-depth about a phenomenon experienced by the client even when the phenomenon is universal (e.g., bullying) to understand what the experience was like for him/her in his/her culture.	4.37	0.60
16	1	Recognizes that discriminatory behaviors may be triggered by the appearance (skin color, odor, gestures) of the international student client and is careful to avoid any possible discriminatory behaviors.	4.53	0.61

국문초록

한국 사회를 이루고 있는 인구는 최근 몇 년 동안 급속하게 다양화되고 있으며, 그에 따라 다양한 문화적 배경을 가진 사람들이 삶의 여러 문제를 가지고 심리 상담 서비스를 점점 더 많이 찾고 있다. 따라서 문화적 요인이 상담 및 치료 환경에 어떻게 영향을 미치는지에 대한 이해가 더욱 요구되고 있다. 한국의 주요 다문화 내담자 집단에는 국제결혼 이주 여성, 탈북자, 외국인 노동자 외에도 외국인 유학생들이 포함된다. 2018년 교육부 통계에 따르면 국내 대학에 등록한 외국인 유학생은 86,036명이며 56,169명의 비학위 프로그램 등록 학생들을 추가하면 총 142,205명의 외국인 유학생이 국내 대학 캠퍼스를 누비고 있다. 한국 정부와 대학들이 더 많은 외국인 유학생을 모집하기 위해 적극적으로 나서고 있기 때문에 최근 몇 년 동안 나타나고 있는 외국인 유학생 수의 증가 추세는 계속될 것으로 보인다.

이러한 맥락에서 대학 내 상담센터들은 외국인 유학생들에게도 상담서비스를 제공해야 한다는 부담을 안게 되었다. 외국인 유학생들은 내국인 학생들과 비슷한 발달과제를 안고 있으면서 그 외에도 언어 장벽, 생소한 학업 시스템, 문화적 차이, 인종 차별 등의 고유한 문제들에 직면하게 된다. 심리상담은 익숙한 사회적 지원망이 결여된 채 타지에서 고군분투하는 외국인 유학생들을 위해 꼭 필요한 지원이 될 수 있지만, 사실상 이들을 위한 적절한 상담 서비스를 제공하는 것은 쉽지 않다. 외국인 유학생 상담을 위한 예산과 제도적 지원이 부족할 뿐만 아니라 외국인 유학생에 특화된 다문화 상담 전문성을 갖춘 상담자들이 많지 않기 때문이다. 외국인 유학생과 같은 다문화 내담자들의 관심사를 효과적으로 다루기 위해서는 상담 전문가들과 센터들은 다문화 상담

역량을 적용할 필요가 있으나, 지금까지 상담학 분야에서 이루어진 다문화 상담 역량 연구는 대부분 오랜 다문화 인구 역사를 지닌 국가 맥락에서 진행되었기 때문에 한국 맥락에 바로 적용하는 데에 무리가 있다. 더구나 외국인 유학생이라는 독특한 다문화 집단에 초점을 둔 다문화 상담 역량 연구는 전세계적으로 부재한 상황이다.

따라서 본 연구의 목적은 외국인 유학생 상담을 하는 국내 대학 상담센터와 상담자의 다문화 상담 역량을 개념도 방법론을 사용하여 탐색적으로 확인하는데 있다. 이를 위해 현재 국내 대학 상담센터에서 외국인 유학생에게 상담을 제공하고 있는 상담자들을 인터뷰하여 이들이 인식하는 외국인 유학생 상담에 요구되는 센터와 상담자 수준의 다문화 상담 역량 요소들을 추출하였다. 먼저 상담자 11명으로 인터뷰를 실시하여 관련 아이디어들을 획득하였고, 그 아이디어들은 외국인 학생 상담을 위한 다문화 역량의 구체적인 행동 지표 진술문으로 제작되었다. 그 결과, 총 48개의 센터 역량 진술문과 78개의 상담자 역량 진술문이 도출되었다. 다음으로, 센터와 상담자 역량 진술문에 대하여 13명의 상담자들이 카드소팅을 통해 유사성 분류 작업을 수행하였으며, 19명의 상담자들이 각 진술문에 대해 중요도와 현재 실행도를 5점 리커트 척도에서 평정하였다.

이러한 과정을 통해 수집된 자료를 바탕으로 다차원척도분석과 군집분석을 실시한 결과, 외국인 유학생 상담을 위한 대학 상담 센터의 다문화 상담 역량은 2개의 차원과 5개의 군집으로 이루어지는 것으로 나타났다. 가로축인 1차원은 ‘대학 상담센터의 지원 대상’ 차원으로, 세로축인 2차원은 ‘대학 상담센터 자원의 원천’으로 해석되었다. 5개의 군집은 군집 1 ‘지속적인 서비스를 위한 협력 및 옹호 역량’, 군집 2 ‘상담자 지원 역량’, 군집 3 ‘외국인학생 친화적인 환경 구축 역량’, 군집

4 ‘외국인학생을 위한 적극적인 홍보 역량’, 그리고 군집 5 ‘상담 서비스의 다양화 역량’으로 명명되었다.

또, 외국인 유학생 상담을 위한 상담자의 다문화 상담 역량은 2개의 차원과 6개의 군집으로 이루어지는 것으로 나타났다. 가로축인 1차원은 ‘상담자 자원의 원천’ 차원으로, 세로축인 2차원은 ‘상담자 노력의 방향’으로 해석되었다. 6개의 군집은 군집 1 ‘외국인 학생 상담을 위한 인식, 태도, 능력’, 군집 2 ‘외국인 학생 이해를 위한 지식’, 군집 3 ‘문화적으로 민감한 상담 전략’, 군집 4 ‘지지적인 환경 구축을 위한 절차적 전략’, 군집 5 ‘확장된 상담자 역할’, 그리고 군집 6 ‘자기관리 및 전문성 개발’로 명명되었다.

본 연구는 외국인 학생 상담에 요구되는 다문화 상담 역량이 무엇인지에 대해 상담자와 기관 차원에서 살펴보고, 그 결과 행동으로 실천할 수 있는 다문화 상담 역량 지표들을 도출해내고 그 구조를 파악하였다는데 의의가 있다.

주요어 : 외국인 학생, 상담, 대학 상담센터, 상담자, 다문화 상담 역량

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